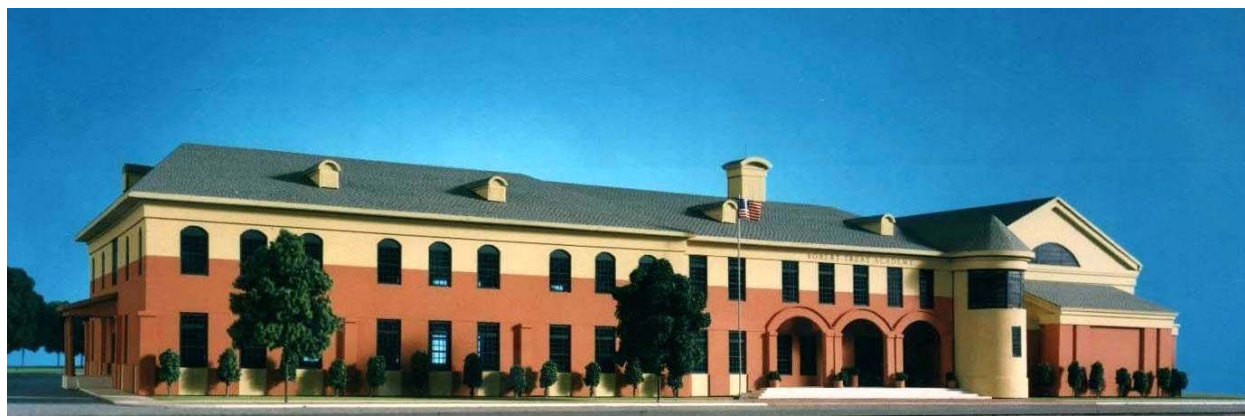


# **ROBERT TREAT ACADEMY**

## **CHARTER SCHOOL, INC.**

# ***2003-2004***

# ***ANNUAL REPORT***



**Submitted By:**

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**Date Submitted:**

**August 1, 2004**

# **ROBERT TREAT ACADEMY CHARTER SCHOOL, INC.**

## ***2003-2004 ANNUAL REPORT***



### **ROBERT TREAT ACADEMY CHARTER SCHOOL FINE ARTS PAVILION OPENING - FALL 2005**

Submitted By:  
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Dated: August 1, 2004

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## SCHOOL DESCRIPTION

**School Name:** Robert Treat Academy Charter School, Inc.

**Startup and Current Year:** Robert Treat Academy commenced operation in 1997-98 and completed its seventh year of operation in June 2004.

**Address:** The Academy is located at 443 Clifton Avenue in Newark, NJ 07104.

**Facility:** The Academy is housed in a facility built specifically for its use. The building includes 18 homerooms, located on three floors, and specialty classrooms for art, technology, and science. The facility also houses a library/media center and a multipurpose room used as the gymnasium, auditorium and cafeteria. An addition to the building, the Fine Arts Pavilion, (currently under construction) will house the Academy's music program.

**Number of Students, Grades and Classes:** The Academy's charter authorized a maximum enrollment of 450 students in 2004-005 with grades kindergarten through eight. Enrollment throughout the 2003-2004 school year included 400 students with two classes on each level in grades kindergarten through seven.

**Class Size:** Class size is approximately 25 students per class.

**Planned Expansion:** In the 2004-05 school year, the Academy will add two eighth grade classes and expand to 450 students. This concludes the growth planned in our original charter and our renewal application.

**District of Residence:** The Academy draws its entire enrollment from the Newark school district.

**Employees:** In 2003-2004, the Academy employed a lead person, an assistant director, 27 certified classroom teachers and 9 teacher assistants. The staff included a certified special education, art, music, and physical education teacher, a learning disabilities teacher-consultant, a certified school nurse, a parent coordinator, a high school placement director, two secretaries, a cafeteria aide, and four custodians. Part-time staff included teachers of English as a Second Language, Reading Recovery, and guided reading, as well as two speech/language specialists.

**Lead Person:** The Academy's lead person is its certified principal, Michael A. Pallante. Telephone: 973-482-8811 Fax: 973-482-7681 E-mail: [MPallanteRTA@aol.com](mailto:MPallanteRTA@aol.com)

**Board Members:** The Academy's board of trustees is composed of nine voting members, three of whom are parents.

**Defining Attributes:** The Academy's defining attributes are its emphasis on high academic achievement for all students, and parental participation.

**Community/Organizational Affiliation:** The Academy was founded by the North Ward Center, a non-profit social service agency.

## **1. EXECUTIVE SUMMARY**

### **Summary of Activities and Accomplishments**

The Robert Treat Academy Charter School began its seventh year of operation on August 4, 2003. During this academic year, the Academy provided 400 pupils with the safe and stimulating atmosphere promised in its charter application. Our dream that randomly chosen, urban children could achieve academic excellence and exhibit socially acceptable behavior has continued to be realized.

The parents of our students and members of the larger community were involved in and contributed to the Academy's continued success. Fiscal responsibility and cost-effective management were, again, an important part of our overall operational philosophy. The Robert Treat Academy Charter School has continued to reach the goals aspired to in its mission statement which follows.

*"The Robert Treat Academy offers children, ages five and older, an opportunity to learn in a safe and stimulating academic environment in which the core subjects of language arts, mathematics, science, technology, social science and world language are bonded to the values of self-worth, respect for one another, one's community, state and nation.*

*Students, parents, staff and adult community members each play critical roles in the Academy, a total involvement institution. Parental participation, year-round learning, and cultural experiences demonstrate to all that success, hope and perseverance are habits; just as caring, compassion and fairness are habits.*

*The Academy nurtures a total commitment to high academic standards, socially acceptable behavior and recognition that all individuals are created equal and must be given an equal educational opportunity."*

### **Governance: Board of Trustees**

There were no significant changes to the makeup of the Board this year. It remained the same with all of the nine current trustees having served last year as well.

A revision was made to the Academy's by-laws to clarify and correct the section describing the terms of service of the members.

Again this year, the Board's major challenges centered on the growth of the Academy. Seventh grade was added in 2003-2004. Eighth grade will follow in 2004-2005, finishing the expansion called for in the Academy's original charter application and its renewal plan. Seventh grade curriculum was developed and approved, as were the texts and materials required by the educational program. The hiring of teaching staff for the additional grade was approved and the board approved job descriptions for several new staff positions.

## **Management: School Administration**

The management of the Robert Treat Academy continued under the leadership of Michael Pallante who has served as its Principal since 1998-99. The position of Assistant Director, created last year to make the administration of the school more effective, helped to better serve all of the Academy's stakeholders.

The director of high school placement, who completed one full year of employment in June 2004, has formed relationships with our students and their families and with representatives of many of the high schools our students may attend after graduation.

## **Curriculum Development**

The Board of Trustees, acting on the recommendations of a committee comprised of teachers, administrators and parents, has finalized the curriculum for all existing grades and for the eighth grade that begins in 2004-05. Textbooks were selected and approved by the Board of Trustees for all subjects and new alignments have been created to meet the 2002 (revised) New Jersey Core Curriculum Content Standards.

## **Delivery of Educational Program**

The framework for the educational program was designed during the Academy's startup period and has been expanded, grade-by-grade – year-by-year. For language arts/literacy the Academy chose *Open Court Reading*, a research-based curriculum grounded in systematic, explicit instruction of phonemic awareness, phonics and word knowledge, comprehension skills and strategies, inquiry skills and strategies, and writing and language arts skills and strategies. This concentration on phonics in the early grades proved successful in helping meet our goal for all students to be reading by grade three.

For Mathematics, we chose Open Court's *Math Explorations and Applications*, a research-based basal program that teaches essential skills and fosters a natural fluency in math through the use of games and manipulatives.

These two programs that have helped our students meet the standards, strands and cumulative progress indicators of the NJCCCS continue to be used in grades K – 6. They have helped us reach the goals stated in our charter application for student achievement in reading, writing and arithmetic. Science, social studies, world language, the arts and physical education have also been guided by the NJCCCS and taught using appropriate grade level texts and materials.

*Elements of Literature* and *Elements of Language*, published by Holt, Reinhart & Wilson, serve as the foundation of our seventh and eighth grade programs in Language Arts/Literacy. Each is supported by an on-line component that provides additional resources and reference materials. The series *Mathematics Applications & Connections*, utilized in grades seven and eight are published by Glencoe. These textbooks are also supported by a wealth of on-line resources for students, teachers, and parents. Beginning in 2004-05, a second math course will be added to provide instruction in algebra to selected students.



Our curriculum continues to be delivered to students with disabilities, limited English proficient students and at-risk students using the same basic instructional programs with accommodations or modifications as needed. To date, all special education pupils have been placed in the general education program. With in-class support, a modified academic schedule and remediation and/or replacement instruction provided through the use of the resource room, our classified students have met with success. Certified ESL teachers provide instruction for LEP students. At-risk pupils receive services through the Academy's extended school day using our existing full-time staff supported by other part-time professionals.

### **Professional Development and Support**

The staff included twenty-seven full-time classroom teachers and specialty teachers and nine teacher assistants. All lead teachers hold New Jersey Certification, as do many of the teacher assistants. The Academy has finalized its plan for supporting the remaining teacher assistants in their efforts to attain certification. Teacher assistants who do not have an Associates or Bachelors degree will take the ETS ParaPro Assessment exam.

Ongoing professional support and staff development activities are provided for the entire faculty through in-house workshops and training classes (the Academy is a member of the Professional Development Provider System) and through financial support for participation in outside activities sponsored by recognized groups.

Last year, the Academy's staff participated in a teacher satisfaction survey published by the National Association of Secondary School Principals which collected data in nine areas including: administration, compensation, opportunities for advancement, student responsibility and discipline, curriculum and job tasks, co-workers, parents and community, school buildings, supplies and maintenance and communication. The Robert Treat Academy teacher's level of satisfaction ranked highest when compared to similar teachers in New Jersey and nationally. Their positive perceptions suggested that the Academy be used as a model for emulation.

A program currently being designed will measure the satisfaction levels of all Academy stakeholders. The formal survey of staff satisfaction described above will be utilized every other year. Parental, and, where appropriate, student satisfaction will be measured in the alternate years. Information gathered with these instruments will be used to strengthen the Academy's programs both academic and non-academic.

### **Assessment and Student Achievement**

During the charter application process, the designers of the Academy decided that an annual goal of academic achievement for its students would be measured by the administration of the Reading, Language Arts, and Mathematics subtests of the Stanford Achievement Test Series, 9<sup>th</sup> Edition, in all grades. The attainment of scores one year in advance of their grade level was the targeted goal for all pupils. This objective has remained our primary goal for Academy students and they have continued to meet the challenge each year with few exceptions. Any exceptions are studied to determine their cause and, if steps are needed to address deficiencies, a remedial program is immediately implemented.

Academy students also began participating in New Jersey's statewide testing program four years ago when the Academy first added grade four. The Academy also began participating in the New Jersey Assessment of Skills & Knowledge for grade three when it was implemented in 2002-03 to meet No Child Left Behind directives.

Robert Treat Academy was named one of New Jersey's "Just For the Kids Benchmark Schools" by the Business Coalition for Educational Excellence of the New Jersey Chamber of Commerce. This award was based on student achievement on the NJ Statewide Test. A Channel 12 News story covering these "schools of excellence" reported that Robert Treat Academy was ranked number one out of 167 elementary schools serving similar student populations.

### **Parent/Community Involvement and Public Relations/Outreach**

Parental participation has remained a defining attribute of the Academy since its design. Parents have been intimately involved with the Academy since its inception. Several served in the role of founding board members and the participation of parents has continued to be a key factor in the Academy's success. Three parents serve as members of the Board of Trustees while others serve as on the Student Support and School Improvement Teams.

Every parent is a member of the Parent Council and all are expected to attend monthly meetings. Parents also participate in workshops and seminars, serve as coaches for recreational activities, chaperone school trips, volunteer in classrooms, attend school activities and functions, and help with fundraising.

The community also remains actively involved with the Academy through the participation of local groups and organizations. Public relations outreach activities include the publication of the school's monthly newsletter and its brochure and handbook. Coverage by the news media has also added to the awareness of the general public of the Academy and the charter school movement. The recognition received by the Robert Treat Academy Charter School as a result of the high academic achievement of its students has had a positive effect on the perception of the greater community that continues to expand.

### **Co-Curricular Activities**

The Robert Treat Academy has increased the number and types of co-curricular activities it makes available to its student body, as the pupils have become older. This past year, a student council was developed to provide a voice for the Academy's pupils. Our community service program was formalized this year with student participation in grades six through eight added as a requirement for graduation.

Recreational activities continue to be a part of the school's extended day program. The array of team sports available to our students both in-house and through relationships with outside agencies now include basketball, baseball, softball, and soccer and cheerleading. Non-athletic activities include a student newspaper and participation in the computer club, arts and crafts clubs, and membership in the chorus.

## **Self-Evaluation and Accountability**

Accountability and self-evaluation remain important aspects of our culture that were imbedded in the design of the Academy on every level. Each year, the Board of Trustees evaluates both the Academy's lead person and the President of the Board. The trustees also participate in an annual self-evaluation process. Guidance on the performance of these assessments was part of the New Jersey School Boards Association training in which trustees participated.

We have found this annual "look at ourselves" to be an invaluable learning experience and an aid in planning for the Academy's future. These exercises, combined with the staff, student and parent survey processes described earlier, will involve all stakeholders in the evaluation and accountability programs necessary to insure the continued success of the Academy.

The Academy began participating in a federally mandated two-year self-assessment process to evaluate its provision of Special Education services to handicapped students. The full-time Learning Disabilities Teacher-Consultant who joined our staff this year has taken on responsibility for this project.

Each staff member is involved in preparing his or her annual professional improvement plan and for assessing his past performance and need for growth. Every student is accountable for his conduct and academic achievement to his teachers, classmates and parents. Parents are responsible for meeting the commitment they made to be a part of their child's education. The entire Academy family is united by its sense of purpose and its common goal for its students. Our students are successful because we believe they can be.

## **Grant Activities**

The Robert Treat Academy did not apply for or receive any grants during the past school year.

## **2. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS**

### **Board of Trustees**

#### **Summary of Accomplishments**

During 2003-2004, the Robert Treat Academy Charter School's Board of Trustees experienced another year filled with exciting challenges. The Academy, which began in 1997 with 100 students in kindergarten and first grade, had grown to 400 students with grades two through seven.

The 2003-2004 year began for the Board with its July meeting at which it reviewed and approved the annual report for 2002-03. The Academy was recognized by the State for having submitted an outstanding report that met the criteria for a satisfactory rating in all areas.

An addition was required to the by-laws to define the terms of service of Board Members. The language in the original by-laws dealt with the terms of service for the original seating of members. It was the intent of the framers of the by-laws that the terms of only three members expire in any year so that continuity in leadership would be maintained. In order to meet this requirement, the by-laws called for one third of the members to serve one-year terms, one third of the members to serve two-year terms and one third of the members to serve three-year terms. The by-laws should have stated that this applied only to the original terms of office and that all subsequent terms should be for three years. In order to meet the original intent of the by-laws, the language was added to include this omission. The change was approved by unanimously by the members of the Board prior to the election of those members whose terms were expiring in 2004. In the future each member will serve for three years with three trustees being elected each year.

Another omission in the original by-laws was also corrected at the June re-organization meeting. Although the length of the term for which the President of the Board serves was defined in the by-laws at three years, the term of service for the Vice President was not stated. The language "for a three year term" was added for clarity and to correct this oversight.

Personnel issues were a focus during the months that followed. The Trustees were involved in the planning for and the addition of several new staff positions required to address the growth of the Academy or to comply with additions or changes to State regulations. These positions are extremely important to the administration and management of the Academy and to compliance with administrative code or charter school law.

Robert Treat Academy has employed a Certified School Business Administrator on a part-time basis. The Board approved the job description created for this position, approved the hiring of Sung Yi, who holds a Certificate of Eligibility in accordance with N.J.A.C.6:11-9.7, and will continue to monitor his performance as the provisional business administrator while he participates in the required mentoring process.

A learning disabilities teacher – consultant position was added to the faculty during the past year. The LDT-C hired by the Board possesses vast experience which will greatly enrich the Academy's Special Education Program. The LDT-C was given responsibility for spearheading the committee responsible for the two-year Special Education Self-Assessment process and for the preparation of the Academy's Self-Assessment Document. The completed plan was submitted to the Board of Trustees for approval before being submitted to the State's Office of Special Education Programs.

Theresa Adubato, the Assistant Director hired by the Academy last year received a Master's degree in educational administration, and a Provisional Principal's Certificate in accordance with N.J.A.C. 6:11-9.1-9.7. Now, as Vice Principal, she has taken on a supervisory role and assumed responsibility for grades kindergarten through four.

Ms. Adubato was also appointed by the Board to serve as the Academy's Affirmative Action Officer, its Title IX Coordinator and Section 504 Officer. As AAO, she chaired the Affirmative Action Team, charged with conducting a needs assessment and crafting the Academy's Comprehensive Equity Plan for presentation to the Board for its approval prior to submission to the State.

The Academy's Technology Plan and Staff Development Plan required renewal during the past year. The Board of Trustees reviewed and approved of these documents which have both been submitted to the State Department of Education for approval.

The Board was instrumental in providing guidance during preliminary discussions regarding the creation of the Academy's Student Community Service Program this past year. Although the Academy has always included opportunities for community service for its students, these activities had not been part of a formal program until now. Beginning in 2004-05, our students in grades six, seven and eight must participate in required community service activities for a minimum number of hours. Meeting this commitment is a requirement for graduation from the eighth grade.

Oversight of the Office of High School Placement, created during the previous school year, has become an important focus for the Trustees. Monthly progress reports have provided them with an ongoing picture of the activities of the program.

In addition to meeting these challenges, the Board remained responsible for continued oversight of the delivery of the educational program and its assessment, for meeting personnel and professional development needs, for employing and evaluating the lead person, for monitoring buildings and grounds issues, for providing for communication between the community and the Academy and for promoting parent participation. The trustees also oversaw professional services provided by outside entities including educational consultation, child study team services, assessment of student achievement, and the management and audit of the Academy's financial affairs.

Board members also took part in school projects, attended school functions, and participated in staff development and parent activities.

## **Policies**

Over the previous seven years, a committee consisting of the Academy's principal, board secretary, board president and educational consultant, researched and created policies following a format suggested by the New Jersey School Boards Association. These were presented to the Board of Trustees for approval and a Critical Policy Manual was produced.

The policy committee has addressed many crucial areas but since, the Academy's Policy Manual is a working document, it is never really complete. Policies created or revised in 2003-2004 included the following:

<u>Policy Name</u>	<u>Policy Number</u>
Harassment, Intimidation & Bullying	5131.4
Vandalism & Violence	5131.5
Community Service Policy	6142.8
Nepotism (Revised)	4212.8
Pupil Records	5125.0
Special Education	6171.4

## **Board Members**

The Academy's charter application described the makeup of its original board of trustees that included fifteen voting members and one ex-officio member from higher education who served as the Academy's educational consultant. One fourth of those trustees were parents.

After four years of experience and much consideration, the members of the Board agreed that reducing its size would make the Board more effective. In June of 2000, our by-laws were revised to reflect a board containing no fewer than five and no more than 15 members. The number of members was then reduced, through attrition, and nine members currently serve on the Board. One third of these are parents and the six remaining trustees represent the local community.

The Trustees and Administrators who serve on the current Board include:

<b>Name</b>	<b>Role</b>	<b>Affiliation</b>	<b>Voting Member</b>
Aubato, Theresa	Vice Principal	Robert Treat Academy	No
Alagia, Philip B.	Trustee	Chief of Staff Office of the County Executive	Yes
Brennan, Sharon L.	Board Secretary	Robert Treat Academy	No
Caraballo, Wilfredo	Trustee	NJ State Assemblyman	Yes
Caulfield, James Dr.	Educational Consultant	Seton Hall University	No
Ralph J. Ciallella	Trustee - President	Deputy Administrator Essex County	Yes
Davis, Adrienne	Trustee Vice President	Clerk to the Essex County Board of Chosen Freeholders	Yes
Garruto, Emil	Trustee	Principal, Ridge Street School - Newark, NJ	Yes
Grieco, Nicholas	Attorney	Grieco, Oates, Pantano, Simeone & DeFilippo, LLC	No
Malanga, Diane	Trustee	Parent Representative	Yes
Maresca, Thomas	Treasurer of School Monies	The North Ward Center	No
Ruiz, Maria Teresa	Trustee	Director Office of Public Information County of Essex	Yes
Pallante, Michael	Lead Person	Robert Treat Academy	No
Strand, Tahira	Trustee	Parent Representative	Yes
Williams, Sandra	Trustee	Parent Representative	Yes
Sung Yi	Business Administrator	The North Ward Center	No

## **Meetings**

During 2003-2004, there were 12 monthly meetings. Meeting dates and the level of attendance by Board Members is reported below:

<b>MEETING DATE</b>	<b>PERCENTAGE OF MEMBERS IN ATTENDANCE</b>	
July 31, 2003	82%	
August 21, 2003	73%	
September 18, 2003	95%	
October 30, 2003	82%	
November 20, 2003	88%	
December 18, 2003	71%	
January 22, 2004	88%	
February 19, 2004	89%	
March 18, 2004	81%	
April 22, 2004	95%	
May 27, 2004	88%	
June 23, 2004	89%	
Average Attendance		79%

Note: One Board Member suffered a serious illness in the middle of the school year. After his recovery, the Board intends for him to return to his duties.

## **Committees**

Standing committees include the Executive, Curriculum, and Safety Committees. Committees responsible for the evaluation of the chief superintendent/principal, the evaluation of the board president and the Boards' self-evaluation process are appointed each year to perform these tasks.

## **Open Public Meetings Act**

To assure compliance with the Open Public Meetings Act, an annual notice of the approved Board Meeting Calendar appeared in the Star Ledger and in the El Coqui (Newark's Spanish language paper). In addition, notifications were sent to the City Clerk, posted in the school and advertised in the Academy's monthly newsletter. Staff members and parents were invited to attend and received notice of all upcoming meetings. The agenda at each monthly meeting also included a public comment period.

## **Training**

All of the Trustees who have served for more than one year have completed the required training program. One of our newer trustees attended training this past year. The remaining trustee (who has been ill) has not attended but will take part in the annual one-day orientation offered this winter. Staff members, including the board secretary, treasurer of school monies, business administrator and board attorney, have all attended NJSBA training.



## **Anticipated Issues**

An addition to the building is currently being constructed. The “Fine Arts Pavilion” will be the home to the Academy’s instrumental and choral music instructional programs. In addition, space has been allocated there to house the Academy’s growing Special Education Program staff and to provide the faculty with a wellness/health center. Issues regarding the furnishing and equipping of this new facility are one area of concern facing the Board in the next several months.

The addition of the eighth grade this coming year brings several challenges to the Board. The Office of High School Placement will see its previous efforts reach fruition with the graduation of our first class in June 2005. These 50 students and their families will serve as ambassadors for the Academy and it is crucial that their placements be handled with professionalism, care and concern for the best possible matches between the students and the schools.

## **School Administrators**

### **Summary of Accomplishments**

The challenges faced by the Academy’s administrative staff were like, those faced by the Board, related mainly to the growth of the Academy’s student body and its staff. Four hundred students and their families and 75 full and part-time staff members comprised the Academy’s family during 2003-2004.

The Academy now employs a Vice Principal whose responsibilities include oversight of the lower grades. Under the direction of the Principal, the Vice Principal supervises instructional personnel in kindergarten through grade four. This addition has strengthened the Academy’s administrative staff and increased our ability to deal with staff, students and parents.

During 2003-2004, a new position in the Academy’s Special Education Program, the Learning Disabilities Teacher – Consultant, greatly added to our ability to service our students using our own personnel. The LDT-C worked with the Principal and the Board Secretary to complete the Self-Assessment Document, part of the process required by the NJ Office of Special Education Programs.

Our Curriculum Committee researched new materials for the addition of grade eight in 2004-2005. New math, language arts, and literature programs were purchased and aligned to the NJ Core Curriculum Content Standards. Civics and Government program texts were also selected and purchased, as were science and world language materials.

The Director of High School Placement has accomplished a great deal in the first full year of the program's operation. Meetings have been held with the families of every student who will be in eighth grade next year. Preparation for the admissions process for independent secondary boarding and day schools has begun. The Academy has been named as an official testing site for the Secondary School Admission Test (SSAT) and the exam has been administered to all of our seventh grade students. Classes to prepare for the SSAT and the ISEE (Independent School Entrance Exam) have been held and practice materials have been supplied to each student.

As our students have grown older, it became more important that they have their own formal voice in the school community. The creation of a student council was a major focus during the previous school year. The administration appointed a key staff member to serve as the point person for the project. Under her direction, our students held an election to choose student council representatives. The students who were elected were invited by Assemblyman Wilfred Caraballo who serves as one of the Academy's Trustees, to visit the State House in Trenton. During the visit, our students were sworn in as Student Council Representatives by the Speaker of the Assembly, Albio Spires. They were also permitted to sit in Assembly chambers and the young lady selected to serve as Student Council President, Miss Marilyn Herrera, was given the opportunity to address the Assembly on behalf of the school.

Many members of the Assembly and Senate took time out from their busy schedules to speak with our students and to offer them encouragement about a possible life of public service as they officially took their places as elected officials.

The council members meet each week before school. They have written by-laws and formed committees to plan the activities that will take place during the upcoming school year. Elected members have also been designated to serve as representatives for all grade levels. This is an exciting first for our school and for our students. We are very proud of the way they have conducted themselves and we look forward to the contributions they will make as they move towards young adulthood.

### **3. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS AND PROVIDING PROFESSIONAL DEVELOPMENT AND SUPPORT FOR TEACHERS**

#### **Incorporation of the New Jersey Core Curriculum Content Standards (NJCCCS)**

##### **Summary of Curriculum Development Progress**

In accordance with the Academy's approved policy on curriculum design and development, the Academy's Principal is responsible for the development of curriculum to meet identified pupil needs. He chairs the Academy's Curriculum Committee. (The approved procedure calls for effective participation of teaching staff members, parents, members of the community and the Board and the use of all available resources.)

The Principal reports to the Board on the objectives, evaluative criteria and costs of each program prior to its adoption by the Board. New programs and courses of study may not be acted upon until the meeting following their presentation in order for Board members to have an opportunity to review the proposed program.

These are the criteria the Board uses to judge acceptability of curriculum:

- Does it address an identified pupil need?
- Does it address the New Jersey Core Curriculum Content Standards and the cumulative progress indicators?
- Is it relevant to the philosophy and goals of the Academy and does it offer real possibilities for progress toward these goals?
- Does it satisfy the requirements of the Board's school and classroom practices regarding bias and stereotyping?

The Academy's policy on Curriculum Adoption states that the Board shall provide a comprehensive instructional program to serve the needs of the children. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study.

The Board's policy is to:

- Adopt those courses of study mandated by the State in a form acceptable to the State Department of Education. Such courses must address the Core Curriculum Content Standards adopted by the State Board of Education.
- Adopt additional courses of study recommended by the teaching staff and administration in a form acceptable to the State Department of Education and within the financial means of the Academy.
- Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

No course of study may be eliminated, revised or implemented without the approval of the Board.

The Academy's programs, through its approved curriculum, must also:

- Be consistent with written goals, objectives and identified pupil needs;
- Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
- Provide for continuous learning through effective articulation;
- Provide all pupils continued access to sufficient programs and the services of a library/ media facility, classroom collection or both, to support the educational program;
- Provide all pupils guidance and counseling to assist in career and academic planning;
- Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;
- Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
- Provide all pupils equal educational opportunity, pursuant to law and regulation
- Provide career awareness and vocational education, pursuant to law and regulation;
- Provide educational opportunities for exceptionally gifted and talented pupils.

The Principal maintains a list of all courses of study, which is provided to staff, and parents and is available for public perusal.

The Academy's schedule was designed to accommodate daily professional development activities. The professional day extends from 8 AM to 4 PM each day of the eleven-month school year. A period per day is scheduled for grade level professional development activities in addition to the weekly staff meetings and specialist workshops related to curriculum carried on periodically and during the annual retreat. This time is essentially devoted to curriculum matters, analyses of assessment results including item analyses and program evaluation. This past year over 250 hours were spent in such activities.

As the Academy grew grade by grade, year by year to include, at this writing, grades kindergarten through seven with grade eight to begin in 2004-05, alignments were developed carefully matching the curriculum to the NJCCCS, the appropriate State assessment and to the Stanford Achievement Test, ninth edition (SAT-9) with additional columns reserved for the insertion of the teacher's tailored activities, resources, technology, etc. To this end the services of Management and Evaluation Associates were contracted to assist in the development and formatting of these materials.

During the daily professional development period (PDP), the teacher and teacher assistant for each class in grade level teams translate the curriculum to daily and weekly plans. Incorporated in these exercises are the decisions as to exactly what is to be taught, the activities to be employed in the accomplishment of the instructional goals, the time to be devoted and the assessment to be employed to evaluate successful mastery.

The Academy, following the charter statutes and code, has devoted itself to high student achievement with the selection of curriculum materials best suited to this end. It chose as the foundation programs in language arts and mathematics, the highly structured SRA Open Court Program for grades kindergarten through six. The choice also provided the most comprehensive teacher's editions, e.g., each guide for each grade for each subject consists of 500 pages covering scope, sequence, expected student outcomes both standard activities and supplemental materials, activities for individual and group activities to accommodate various levels of student readiness. An assessment component is a valuable tool in the evaluation of the effectiveness of the instruction and the master level of each individual. The guides supplement and complement the teacher's personalized lesson planning. Curriculum materials for grades seven and eight were also chosen after careful study. Publisher Holt, Reinhart, Winston's *Elements of Literature* and *Elements of Language* series serve as the foundation for Language Arts/Literacy. Mathematics studies will be expanded in these grades to add an advanced math course that will utilize McDougal Littell's *Algebra 1* series. The study of Civics has also been added to the curriculum for grades seven and eight.

### **Curriculum Monitoring**

For the Academy, supervision of instruction is paramount. The Academy Principal reviews and approves all lesson plans two weeks prior to implementation. The CCCS(s) being addressed by the lesson must be noted in the plan for each subject. The Principal also monitors curriculum implementation through both structured and unstructured classroom visitations and observations (each class of 25 students has a teacher and teacher assistant). Follow-up supervisory sessions are then scheduled. The goal of high student achievement is the focus and the desired outcome of all instruction. Aforementioned alignments, guides, lesson plans, assessments are all directed at proper implementation and compliance with the NJCCCS.

### **Curriculum Needs and Planned Activities**

Planning for the seventh and eighth grades accelerated curriculum was completed this year with the adoption of appropriate instructional resources for language arts/literature, mathematics, and science for grades seven and eight. Our staff has also grown to accommodate these new grades. Professional development activities allowed for workshops and seminars to add to the skills of the instructional teams who began implementation of the curriculum in these areas.

In order to expand the Academy's music program to include instruction in strings, brass, woodwind and percussion instruments, we began construction of an extension to the existing building this year. This addition that will provide practice and performance areas as well as classroom space for instruction will be completed by September 30, 2004.

## **Delivery of an Educational Program Leading to High Achievement for all Students**

### **Delivery of Services to Students with Educational Disabilities**

The Academy strives to serve students with educational disabilities through inclusion using in-class support, a modified academic schedule and remediation provided through the use of a resource room and its extended day program. Our faculty includes a full-time certified Teacher of Special Education who staffs the school's resource room, a full time Learning Disabilities Teacher – Consultant and a part-time Social Worker/Counselor. The LDT-C heads the child study team, and along with the Social Worker and a Psychologist, contracted with on an “as needed basis” through the Morris Union Jointure Commission, conducts evaluations and develops Individual Education Plans (IEPs). Our in-house staff members oversee developmental and replacement instruction provided by the resource room teacher and counsel students and parents. Two part-time certified Speech Therapists rounds out the special education staff. All classrooms are staffed with teacher assistants or teacher aides who provide additional instruction for students in accordance with their IEPs.

A total of fifteen children were classified and received special education services in 2003-2004. Classifications included: Communication Impaired, Specific Learning Disabled, Emotionally Disabled, Cognitively Impaired (Mild) and Other Health Impaired. Five students were prescribed daily medication for Attention Deficit/Hyperactivity Disorder and 29 received Speech/Language services.

The needs of regular education students who require additional help continue to be met through a diverse educational program, which included learning strategies for pupils who are achieving at, above or below grade level. Students worked at their own levels with support from remedial staff. Reading Recovery and Guided Reading groups provided remedial help for those students who were not reading on grade level or who were having difficulty with a particular skill or concept. Daily homework clubs and peer tutoring provided assistance for students requiring additional instruction. Our extended school day program includes remedial classes in math and language arts on every grade level. Saturday classes were also provided to offer remedial instruction in math and language arts for students in group settings.

### **Bilingual Students.**

The Academy continues to operate under its approved English Language Services Plan. In accordance with the plan, all incoming students were screened using the local school districts Home Language Survey.

Those requiring further testing were referred to the Academy's certified ESL Teacher who administered the IDEA Proficiency Test (the IPT). This past year, ten students were determined to require services as Limited English Proficient students. They attended classes with the ESL teacher, which averaged three 30-minute periods each week.

### **At-Risk Students.**

The Academy's initial application form and its intake interview contain questions whose responses assist the staff in identifying elements in the child's environment which have the potential to interfere with academic, social and emotional adjustment and school success. The lack of or inadequate preschool preparation draws particular attention. The presence of supportive caretaker(s) in the home, the language spoken in the home, years living in the US, the stability of the family constellation and its culture as it addresses the needs of the school age child, and any other elements that would interfere in the child's being able to perform successfully are all factored into the development of a composite picture which assists staff and administration in determining what interventions are appropriate.

The 11-month school year allows for a thorough development of the student record. The month of August permits observation of the kindergarten child and the transfer student, further defining their needs. Parents/guardians are invited to participate in activities allowing for a bonding with staff and the school. A two-member team of lead teacher and assistant teacher in each class permits guidance of the student in overcoming and compensating for any deficits identified and/or observed. Ten formal, scheduled parent contacts per year allow for reporting each child's progress academically and socially both as an individual and as a member of small and large groups.

A meeting of the Academy's Student Support Team is the first step in the intervention process for at-risk students. The team, comprised of teachers, administrators and parents, makes recommendations for possible interventions or for referral to the child study team. As discussed earlier, the liaisons to the contracted child study team member are the LDT-C and Social Worker employed by the school. These senior staff member with many years of academic and growth and development experience give further assistance to the staff and family in support of a favorable school adjustment. The child study team is actively engaged, if appropriate, to the degree necessary.

The extended day which stretches from 7:30 AM to 5:30 PM allows for academic reinforcement, speech correction, individual and group enrichment, recreation and play activity by a staff specifically engaged and supervised for the purpose. Addressing the needs of the at-risk student is a major focus of the extended day program.

Annual assessment of every child and an item analysis of results from a nationally-normed, standardized test (Stanford Achievement Test-9<sup>th</sup> Edition) allows the instructional staff and specialists to evaluate the progress of at-risk students to develop and refine intervention strategies.

Classroom unit tests and assessments supplement the standardized results and further refine the interventions. Approximately 10% of the student body of 400 evidences sufficient concern to be considered at-risk and, thus, warrant one or more of the interventions described above.

## **Innovative Programs and Practices**

### **Character Development**

The Academy's service learning activities were again expanded to match the maturity of the students. The Academy's mission calls for a total commitment to both high academic standards and to socially acceptable behavior. Character development is an important part of the "whole student", and is addressed through our Code of Conduct and reinforced daily in our opening exercises and through individual classroom rules and regulations. Respect for one another, one's community, state and nation, as well as respect for self, remain a daily part of life at the Academy.

While, the foundation of our character development program continues to be the lessons learned during our morning exercises, school membership in the national organization, Do Something, led by a trained coach/leader, provides additional opportunities for the students to participate in activities both in school and in the greater community. This past year the Academy participated in school-wide, district-wide, statewide and national Do Something contests like the National Kindness and Justice Challenge.

In addition to the Do Something program we participated in other community programs and events and provided service to the community (through food drives, senior citizen visitations, and performances at concerts and special events).

### **Intensive Remedial Focus**

The Academy's instructional team approach in each classroom was deliberately instituted to provide immediate reinforcement of the knowledge and skills being taught. This is carried out through close-in, at-elbow support when and where needed.

The Academy provides additional assistance to identified students through professionally trained supplemental staff during its daily, extended day program employing the Reading Recovery method.

The Guided Reading approach has also been employed at the Academy as a further effort to enhance learning for an identified population. The very positive assessment results for reading and language arts are reported elsewhere.

The Academy's computerized Successmaker® program is used to provide individual students with remedial instruction in areas identified both by the program itself and by the instructor. This software package has been instrumental in the success of our students and is an important part of our remedial efforts.



## **Technology Focus**

Technology has been a major part of the Academy's program from the start. The plan for a bank of five computer workstations installed in each classroom running the NCS Learn Successmaker® software continues to be used in all grades. This software program evaluates each student at the beginning of every school year. It then paces instruction, and assesses and reports progress in the basic skills of reading, language arts and mathematics. Again, SAT-9 achievement results and NJ ASK results were very positive.

The Academy continues to focus on technology, both in the classroom and during the extended school day. The Successmaker® software is also used for reinforcement of curriculum and for remedial and enrichment activities during the extended school day. As stated previously, the technology coordinator provides instruction and training both to students and staff members in new programs and equipment each year.

All 125 classroom computers as well as the thirty-station computer laboratory are connected to a client/server network. Students learn to log on to the network when they begin kindergarten. Network resources include scanners, copiers, color and black laser and inkjet printers, and large format printers for photographs, posters and charts. SmartBoard technology allows teachers to use the computer along with presentation equipment to project class work on large screens or on their students' monitors. This equipment also gives them the ability to capture and print information from the lesson for students.

The Academy's technology laboratory was used by students to do research and receive instruction in the use of software. In addition to Successmaker® software, every computer is equipped with Microsoft Windows, Word, Excel, Power Point, Access, Front Page and Publisher. The teachers each utilized software appropriate to their individual grade levels in conjunction with the curriculum.

## **Community Service**

Participation in community activities encourages understanding and teaches the importance of participation in cross-cultural activities and experiences.

Student contact with the elderly, both in the classroom and through visitations with shut-ins, and with teenage mentors and tutors serves to teach students that people of all ages have contributions to make and that their lives will always have value. Opportunities for community service (discussed in the Character Development Section of this report) like the food drive held by the Academy and the Kids In Business program (discussed in the Character Development Section of this report) provide lessons in the importance of giving.

The Academy's community service program component was formalized this year with Board approval of a Community Service Policy requiring students to participate in approved activities for a prescribed number of hours per year.

The goals of the program are:

- To promote the importance of active community participation and active involvement in addressing community needs.
- To help Robert Treat Academy students develop knowledge, skills and attitudes associated with effective citizenship.
- To provide opportunities for learning through doing and reinforce other types of learning.
- To support the development of leadership skills, personal character and critical thinking skills.
- To building strong partnerships with community-based organizations.
- To combine service activities with structured opportunities that link the activity to self-reflection, self-discovery, and the acquisition and comprehension of values, skills and knowledge of content.

The objectives and measures of student competencies are:

- Students will become more aware of their responsibilities to the community and the problems and needs within it.
- Students will develop a positive disposition toward active community participation.
- Students will understand the relevance of academic subjects to the real worlds.
- Students will engage in problem solving and acquire the habit of critical thinking.
- Students will develop an improved sense of self-worth through personal contribution.
- Students will understand the broad range of career opportunities available.
- Students will create relationships with other community members.

The attainment of a three-year, 50-hour minimum total number of hours is a requirement of graduation for all students. The administration created a procedures guide to compliment the approved policy, available to all members of the Robert Treat Academy community. Records will be maintained of the activities of all sixth, seventh and eighth grade students over the school's five terms each year. An orientation will be held in August for the three grades that will participate in the program detailing the responsibilities of all participants including the students, the school and the sponsors.

The community sponsors who will work with the Academy to provide opportunities for student service will have the following responsibilities. They will:

- Provide an atmosphere that is safe and conducive to student experience.
- Provide, when required, documentation to prove insurance coverage.
- Provide confirmation of time spent by students.
- Provide direction for our services and assist in the organization of service activities.

The Academy's responsibilities include:

- Creating opportunities for students to participate in offsite and on-site community service activities.
- Making arrangements for school-based activities.
- Providing transportation for off-site activities.
- Providing supervision of all activities.

Students in all grades will continue to participate in the Kids In Business program that provides other opportunities to learn the importance of giving back to the community. The children raise funds through the manufacture and sales of items created by their "business". These funds are then donated to charitable organizations chosen by the children.

Our relationship with the Community Food Bank of New Jersey has brought students and staff together to collect food products at the Academy. Each year we have spent time at the Food Bank processing the proceeds of our annual food drives.

Our youngest students participate in community activities by visiting institution-bound patients at a neighboring nursing home several times during the year and by visiting with and performing for clients at a nearby adult medical day care center, CASA Israel. Our third, fourth and fifth grade students were involved in a storytelling program with neighborhood preschool children aged three to five. They also participated in the Dr. Seuss – Read Across America program.

Activities and events designed to develop the character of the students continue to be of paramount importance to the Academy's overall program. We believe that the minimum number of events of student misconduct and suspension and the lack of expulsions at the Academy serve as evidence of the success of our efforts in this area.

### **Use of Time.**

- **Extended school day**

Our eight-hour professional day for all teaching staff begins at 8 a.m. and ends at 4 p.m. Our seven-hour school day, which begins at 8:30 a.m. and ends at 3:30 p.m., includes six and one half hours of daily instruction.

- **Extended academic year**

In 2003-2004, the Academy was in session for 203 days. The extended school year began on August 1, 2003 for teachers and on August 4<sup>th</sup> for students. The last day of school was June 25, 2004. The eleventh month (August) is mandatory for all students.

- **Before/after school programs**

Our optional early care program begins at 7:30 a.m. Students may also attend the extended school day program featuring activities like Scouting, chorus, dance, technology, recreational activities and intramurals, cheerleading, and arts and crafts. Remedial activities include Reading Recovery and Guided Reading, speech therapy, tutoring, remedial classes in math and language arts on each grade level and homework clubs. Approximately 70% of students attend the after school portion of the program. Forty percent begin their day with us between 7:30 and 8:30 a.m.

- **Tutorial sessions**

Teachers identify students in need of tutoring and tutorial sessions are provided in individual and small group settings through our Title I program. The program is conducted during the regular school day and the extended day. In addition, high school and college students and senior volunteers from the community tutor students. Part-time remedial teachers from other schools join our staff to work with students during the extended day. Two or three scheduled half-hour remedial sessions are provided to students in each content area every week.

- **Other time-related features (e.g., Saturday, evening or summer classes).**

All students in grades three and four attended classes during the extended school day to help prepare for the State's annual assessment of student achievement, the New Jersey Assessment of Skills and Knowledge (NJ ASK3 and NJ ASK4). Third and fourth graders also attended Saturday classes during the winter months that began at 8:30 a.m. and ended at 12 noon to provide additional preparation time.

Our seventh grade students attended half-day Saturday sessions this past year. The purpose of these classes was to prepare them for the Secondary School Admissions Test (SSAT) that is required by most of the independent high schools we expect them to attend. Evening activities were also scheduled for the seventh graders who will make up our first graduating class. For example, the students attended a performance of *Oliver* at the New Jersey Performing Arts Center followed by dinner in a local restaurant. Exposure of the students to the types of social and cultural experiences they may not have had previously are as important to their development as the academic side of their education.

This year, we began an exciting new program offering opportunities for our students to attend summer sessions at independent schools. A group of male students are enrolled at Woodberry Forest School in Virginia for four-weeks. Other youngsters are attending summer classes at the Taft School in Connecticut. Three pupils are also spending July at summer camp in New Jersey. These opportunities were made possible through a partnership of the schools and the Academy's founding organization, The North Ward Center. Parents have also contributed part of the tuition based on income. This is an area we expect to greatly expand on in the future.

## Professional Development and Support Provided for Teachers

### Professional Development Activities

The Professional Development Committee revised the Academy's plan for 2004-2005 which has been approved by the State. Individual Professional Improvement Plans (PIPs) for each staff member reflect goals for personal growth. These plans, prepared at the beginning of the school year with the teachers' input call for participation in professional development activities throughout the year.

One of the innovations we feel has been responsible for the academic success of the students is the assignment of our teachers and teacher assistants to two-member teams. Many of our classrooms are staffed by a team of two certified teachers. Others are staffed by a teacher and a teacher assistant. Mentoring and peer coaching are ongoing parts of this program. Newer staff members are assigned to team with more experienced teachers. Peer observations are another component of our staff development program and are part of the team members' responsibilities.

Full staff meetings and grade level meetings provide opportunities for ongoing needs assessment. This input from the faculty is used to design additional approaches to professional development and to choose activities for the upcoming school year.

Two-days in May were set aside for the 2003-2004 staff retreat. Since over 77% of our students are of Puerto Rican extraction, the retreat focused on the culture and history of Puerto Rico. Tours of old San Juan, and Fort El Morro provided an historical look at this beautiful island. Two exciting guest speakers, the former Executive Directors of Aspira and La Casa de Don Pedro, Newark community-based organizations lectured on the history of Puerto Rico and the Puerto Rican people. Of special interest to our group was a session that explained the migration to New Jersey and the history of the Puerto Rican community in Newark. Funding for the retreat was provided by the Academy's founding organization and by the staff. Teachers whose family responsibilities prevented them from taking part in an overnight activity, attended workshops at the Academy planned especially for them.

Workshops in math, reading, literacy, technology, and special education were part of the schedule of in-house staff development activities this year.

A listing of these activities follows:

<u>Activity</u>	<u>Length/Extent</u>	<u>Level of Participation</u>
Annual Title I & Educational Equity Workshop	1 – 2 hour session	All staff members
Behavior Modification And Classroom Management Workshop	2 – 2 hour sessions	All staff members

<u>Activity</u>	<u>Length/Extent</u>	<u>Level of Participation</u>
Workshop on Lesson Planning and the Inclusion Of NJCCCS	1 – 2 hour session	All staff members
Workshop on Using SmartBoard Technology In the Classroom	2 – 2 hour sessions	All staff members
Technology – Successmaker® Workshop	2 – 1 hour sessions	All staff members
Library Automation System Workshop	1 – 2 hour session	All staff members
Workshops on Open Court Reading and Math Curriculum	4 – 3 hour sessions	All staff members
Workshops on GEPA/ NJASK3 & 4 Preparation	2 – 4 hour sessions	17 staff members
Technology – PowerPoint Workshop	3 – 2 hour sessions	17 staff members
Technology – Excel Workshop	1 – 2 hour session	17 staff members
Mentoring/Math	1 hour weekly	10 staff members
Mentoring/Language Arts	1 hour weekly	10 staff members
Participation in Provisional Teacher Program		5 staff members
Financial Support/Tuition Reimbursement For Certification courses		5 staff members
Financial Support/Fee Reimbursement to Attend 1 day Seminars/Workshops		25 staff members
Workshop on Affirmative Action & Educational Equity	1 – 5 hour session	2 staff members
Professional Improvement Plans	Ongoing	All staff members

The extended school year provides other opportunities for scheduling in-school staff development activities. During the school year, teachers attended seminars on the NJ ASK examination.

All teachers continue to receive laptop computers. Faculty members may take these computers home to prepare lessons, do research, and record student grades. Instruction in the programs installed on these computers was also provided to the staff by the technology coordinator.

A binder is provided to each classroom, which includes the Core Curriculum Content Standards and their correlation with the Open Court reading and math series. The Successmaker® software program, utilized in all grades, is also correlated to the NJCCCS. Alignment studies between our curriculum - both Open Court and Successmaker® - and the Content Standards, the NJASK3 & 4, and our assessment instrument, the SAT-9, are also provided to the staff. Staff members must include CCCS correlations in their daily lesson plans.

### **Prep-Time/Planning Time.**

The Academy's method of staffing its classes with two professionals provides ample opportunity for daily planning. Classroom partners have five preparation periods weekly for planning while their students attend specialty classes. This time along with time spent at grade level meetings, allows for and facilitates professional interaction among the team members. Weekly staff meetings, held at 7:30 a.m., are attended by the entire staff and provide additional opportunities for teacher interaction and input and for ongoing instruction in school policy and procedures.

### **Teacher Supervision/Evaluation**

All staff members participate in the creation of their Professional Improvement Plans. The Academy's Principal and Vice Principal evaluate staff members on an ongoing basis in informal settings and meet with individual staff members whenever it is necessary.

Formal classroom observations take place three times during the year and each teacher is evaluated formally annually. Lesson plans are reviewed and approved by the Principal or Vice Principal depending on grade level. Teachers are also responsible for producing classroom newsletters each month in which they notify parents of the classroom goals and objectives for the upcoming month. They also contribute to the school-wide newsletter. A copy of the school's Teacher Supervision / Evaluation Protocol is attached as Appendix D.

#### **4. REVIEW OF STATE AND LOCAL ASSESSMENT ACTIVITIES AND STUDENT ACHIEVEMENT RESULTS IN THE CONTEXT OF THE SCHOOL'S GOALS AND REQUIRED NCLB ADEQUATE YEARLY PROGRESS**

##### **Assessment Activities: Academic Goals and Objectives**

###### **Assessment Procedures**

Academic goals and objectives are measured by the Academy's Assessment and Reporting System as outlined in Appendix I. Annual testing using the Stanford Achievement Test, 9<sup>th</sup> Edition, and participation in the New Jersey Statewide Assessment Program monitor progress toward meeting our stated academic goals.

###### **State Assessments**

Since the Academy consisted of grades K through seven this year, our participation in statewide testing consisted of the New Jersey Assessment of Skills and Knowledge. 100% of the students in grades three and four (53 and 49 respectively) took the appropriate examination in the spring of 2004. Staff members from both grades and our special education teacher attended NJASK training. Results have been received for the NJ ASK for grade four. They have been evaluated and interpreted by the school's administrators with input from both the Academy's educational and program assessment consultants. Results will be used, along with other measures of performance, to gain an understanding of any school-wide or grade-wide areas of deficiency. Data will also be used to evaluate the school's current educational program and its relationship to the NJ Core Curriculum Content Standards and to formulate any changes needed. Individual student reports will provide the teaching staff with an analysis of student knowledge and deficiencies in skill areas. They will also gain knowledge of any content areas that may not have been addressed sufficiently in their own classrooms.

At the time of this report we have not yet received results of the NJ ASK3 exam. We have, however, since the submission of our last annual report, received the scores of the third grade students for the Spring 2003 NJ ASK that has not been reported previously. Those results will be discussed in this report.

###### **Standardized Assessments**

The goal stated in the Academy's charter application was that *"the typical, eligible student will demonstrate, each academic year, a competence in reading/language arts and mathematics, one year or more in advance of the expected grade level as indicated by the results of a nationally standardized assessment instrument, administered in the spring of each year"*.

In order to assess whether that goal had been reached, the Robert Treat Academy uses the Stanford Achievement Test, 9<sup>th</sup> Edition, which was administered to all students on each grade level - kindergarten through seven.



The subtests in kindergarten were reading and mathematics; and in grade one through seven, reading, mathematics, and language. All 400 students were tested including special education and limited English proficient students.

Staff members are involved, on a year-round basis, in the preparation of students for testing and in the evaluation of the results of that testing. The performance of their students on standardized tests is one of the criteria used to assess a teacher's proficiency.

The main purpose of the SAT-9 is to assess the educational program and to determine its strengths and weaknesses in achieving student mastery of the subject matter. It is also used to judge whether we are meeting the N J Core Curriculum Content Standards and the national standards incorporated in the test.

An analysis of results, including an item analysis, is employed each year to determine what curriculum adjustments need to be made to ensure greater future success.

Another purpose of testing is to determine the degree of student mastery, student-by-student, test item by test item, skill by skill. Our goal is to improve achievement by pinpointing those areas needing reinforcement and remediation by individual student, by class, by grade and school-wide.

Finally, we use this testing to determine whether we met the academic objective established in our charter application, namely, *that the typical eligible student at each grade level would achieve a score one year above their grade level.*

### **Other Provisions for Assessing Achievement**

- **Teacher-made tests**

Frequent, often weekly or at times daily brief exercises were administered, scored and employed for diagnostic purposes, to reinforce learning, anchor knowledge and skills and for reporting student progress to students and parents.

- **Text or curriculum-embedded tests**

*Open Court* unit tests are administered bi-weekly for the above-mentioned purposes.

- **Skills checklists**

Such instruments are imbedded in the report cards and interim reports to assess and report both the academic and social growth of each student. Staff committees prepare and edit these checklists on a regular basis. Such lists are more extensive at the kindergarten level.

- **Performance-based assessments and rubrics**

These strategies were employed in grades two through seven for reading, writing, mathematics and science.

- **Individualized contracts (e.g., Personal Educational Plans, Academic Achievement Plans, Individual Learning Programs)**

These options were employed on an individual basis where the teacher considered it appropriate rather than as a standard practice.

- **End-of-term or end-of-year projects, performances or exhibitions and evaluation rubrics**

Extensive use of projects, exhibits and performances were employed at and across the grades for individual subjects, for interdisciplinary projects, to incorporate academics with art, music and physical education and to enhance the sense of community among students and parents.

- **Other**

### **Opening Exercises**

The entire student body participates daily in opening exercises led by individual students and celebrating holiday, cultural and patriotic themes, and school and community activities. Music and song are incorporated to set the tone and to encourage achievement, school spirit and cooperation. An Annual Awards Ceremony, student performances and art and science exhibits as well as parent conferences and classroom visitations offer parents an opportunity to assess their child's progress in all areas of the curriculum.

### **Reporting System**

Parents receive five (5) bimonthly *progress reports* providing substantial information on the student's academic and social growth. An *interim report* is also provided between *progress reports*. This past year, a committee was established to revise the progress report used in grades one and two. Teachers and administrators contributed to the final product that is included in Appendix G.

It should be noted that a very successful effort has been made to engage parents in an ongoing dialogue between teacher and parent, principal and parent, and special subject teachers (art, music, physical education, etc.) and the parent. This is accomplished through required participation in twice-a-year Parent Conferences, Back-To-School Night, and daily contact during student pick-up time. Sample Interim and Progress Reports are included as Appendix G.

## **Accountability**

A cornerstone of the Academy's program is accountability for results. Overall supervision of the process remains the responsibility of the Academy Principal, Mr. Michael Pallante, who has more than 30 years of experience in public education and an extensive knowledge of student assessment practices and procedures. Beginning this past year, he has been supported in these efforts by Theresa Aduvato, who now serves as Vice Principal of the Academy.

To ensure that outcomes are measured in the most objective way, two entities were engaged to analyze data and certify findings, the nationally recognized Management & Evaluation Associates, Robert Slivka, president and Caulfield Associates. Dr. James M. Caulfield, Ed.D., also serves as Director of Seton Hall University's Doctorate Program in Educational Administration.

## **Assessment Activities: Non-Academic Goals and Objectives**

### **Assessment Procedures**

Non-academic goals center around student and staff attendance both in school and at extracurricular activities. Parental and staff participation, and the development of students' social skills and character are other measures. These goals are monitored through attendance records kept for students and staff and for parents at parent activities. Checklists of social skills and character traits are built into the Student Progress and Interim Reporting System and are included in the school's Scholarship Book each year. A new component, the Academy's Community Service Program, has been added this year. Success in this area will be measured by student participation for a required number of hours each year and by their conduct and demeanor.

## **Assessment Results/Trends to Date**

### **Academic Goals and Objectives and NCLB: Summary of Assessment Results and Discussion of Progress**

New Jersey State Tests: (This year we report Spring 2004 and, since we have not previously presented them, Spring 2003, NJ ASK4 results. We have not yet received NJASK 3 scores from 2004 so we will utilize Spring 2003 scores to discuss third grade results. Table 1 shows the NJ ASK4 data disaggregated for NCLB purposes. Scores on the NJ ASK are reported in numbers and percentages and, when the data was available to us, show comparisons between this population and that of other district students, other New Jersey students and other charter school students.

We present SAT-9 test results in percentages, stanines and Mean NCEs, however, since the main goal stated in our charter application and reiterated in our renewal application called for students to achieve test scores one year in advance of their grade, we must continue to use grade equivalents to measure and report progress. Results are presented in this manner to show progression from year to year and to offer evidence that our goals have been met.

**TABLE 1**  
**Robert Treat Academy Student Results**  
**Spring 2004 New Jersey Assessment of Skills & Knowledge (NJASK4)**  
**Fourth Grade Test**  
**Disaggregated Data**

	LANGUAGE ARTS		MATHEMATICS		OTHER INDICATOR
GROUP	% TESTED GOAL 95%	% PROFICIENT GOAL 75%	% TESTED GOAL 95%	% PROFICIENT GOAL 75%	ATTENDANCE GOAL 90%
All Students	100%	98.0%	100%	98.0%	97.1%
General Ed	100%	98.0%	100%	98.0%	
White	100%	100%	100%	100%	
Black	100%	100%	100%	100%	
Hispanic	100%	93.3%	100%	97.8%	
Asian/Pac Islander	N/A	N/A	N/A	N/A	
Amer Ind/Alaskan Nat	N/A	N/A	N/A	N/A	
Disabilities	100%	100%	100%	100%	
LEP	N/A	N.A	N/A	N/A	
Migrant Status	N/A	N.A	N/A	N/A	
Male	100%	94.7%	100%	94.7%	
Female	100%	93.5%	100%	100%	
Economically Dis	100%	94.6%	100%	97.3%	
Non Econ Dis	100%	92.3%	100%	100%	

It should be noted that the total number of students tested in each content area was 50. With samples this small, the percentage of students who were partially proficient in language arts and mathematics, which was 2%, equaled the scores of one child in each content area.

The score of the student who was partially proficient in language arts is currently under review because it was within 3 points of the passing score. We are awaiting a final decision with regard to the classification of that score.

Attendance data was maintained manually and, therefore, we did not have the ability to disaggregate this data. We are looking into the purchase of software to track and report this information in future years.

Figure 1: Shows NJASK4 scores for testing done in Spring 2004 in grade four. Results show the number and percentage of students achieving scores in each of the three categories: partially proficient, proficient and advanced proficient in language arts.

Figure 2: Shows NJASK4 scores for testing done in Spring 2004 in grade four. Results show the number and percentage of students achieving scores in each of the three categories: partially proficient, proficient and advanced proficient in mathematics.

Figure 3: Shows a comparison of NJASK4 Spring 2003 scores of fourth grade students in other New Jersey charter schools, the local district, other District Factor Group A schools and all NJ schools. This data which was received after the submission of the 2002-03 annual report is presented here for the first time.

Figure 4: Shows a comparison of NJASK4 results from 2003 to scores of fourth grade students in other New Jersey charter schools, the local district, other District Factor Group A schools and all NJ schools (partially proficient, proficient, advanced proficient) in language arts.

Figure 5: Shows a comparison of NJASK4 results from 2003 to scores of fourth grade students in other New Jersey charter schools, the local district, other District Factor Group A schools and all NJ schools (partially proficient, proficient, advanced proficient) in mathematics.

Figure 6: Shows a comparison of NJASK4 results by category (partially proficient, proficient, advanced proficient) from 2003 to scores of other students by NCLB ethnic grouping in language arts and mathematics.

Figure 7: Shows a comparison of NJASK4 results by category (partially proficient, proficient, advanced proficient) from 2003 to scores of New Jersey special education students in language arts and mathematics.

Figure 8: Shows a comparison of NJASK3 raw scores from 2003 for grade three Robert Treat students to the State mean score. These scores have not been reported previously and no other data has been made available for comparison purposes.

The Stanford Achievement Test, Ninth Addition (SAT-9) is the instrument employed to assess students in grades kindergarten through seven.

Figure 9: Shows SAT-9 results from Spring 2004 in percentiles, stanines, NCEs and grade equivalents, in each content area.

The Academy has undertaken longitudinal studies charting student progress on the Stanford Achievement Test, 9<sup>th</sup> Edition, over the years. Results are shown in Mean NCEs as follows:

Figure 10-1 and 10-2: Shows scores in content areas of reading, math and language beginning in 2000 for current third, fourth, fifth, sixth, seventh and eighth graders (in Mean NCE's). Note that although student achievement is satisfactory in all grades, high initial performance (regression to the mean) and a small sample size appear to have masked some of the results.

Figure 11: Shows scores in reading, language arts and mathematics in grade equivalents for all students in grades kindergarten through eight. Expected grade level is indicated by a black bar at the appropriate year and month.

An additional longitudinal study charting student progress on the Stanford Achievement Test, 9<sup>th</sup> Edition, over the seven years of our charter is also presented. These results are shown in grade equivalents as follows:

Figure 12: Shows growth in content areas of reading, math and language indicated by the kindergarten, first and second grade scores (in grade equivalents) of the students who will make up our third grade in 2004-05.

Figure 13: Shows growth in content areas of reading, math and language indicated by the kindergarten, first, second and third grade scores (in grade equivalents) of the students who will make up our fourth grade in 2004-05.

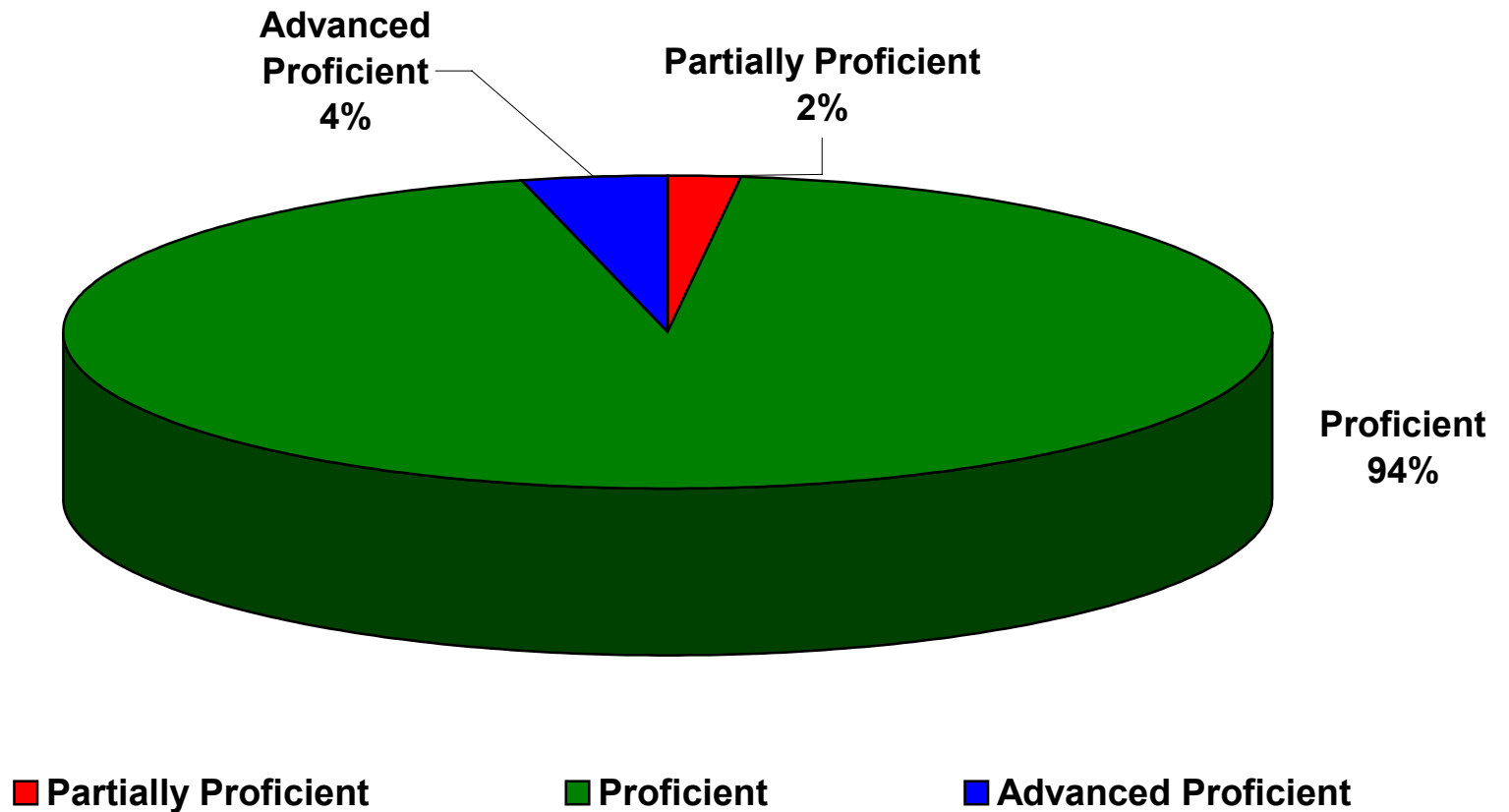
Figure 14: Shows growth in content areas of reading, math and language indicated by the kindergarten, first, second, third and fourth grade scores (in grade equivalents) of the students who will make up our fifth grade in 2004-05.

Figure 15: Shows growth in content areas of reading, math and language indicated by the kindergarten, first, second, third, fourth and fifth grade scores (in grade equivalents) of the students who will make up our sixth grade in 2004-05.

Figure 16: Shows growth in content areas of reading, math and language indicated by the kindergarten, first, second, third, fourth, fifth and sixth grade scores (in grade equivalents) of the students who will make up our seventh grade in 2004-05.

Figure 17: Shows growth in content areas of reading, math and language indicated by the first, second, third, fourth, fifth, sixth, and seventh grade scores (in grade equivalents) of the students who will make up our eighth grade in 2004-05.

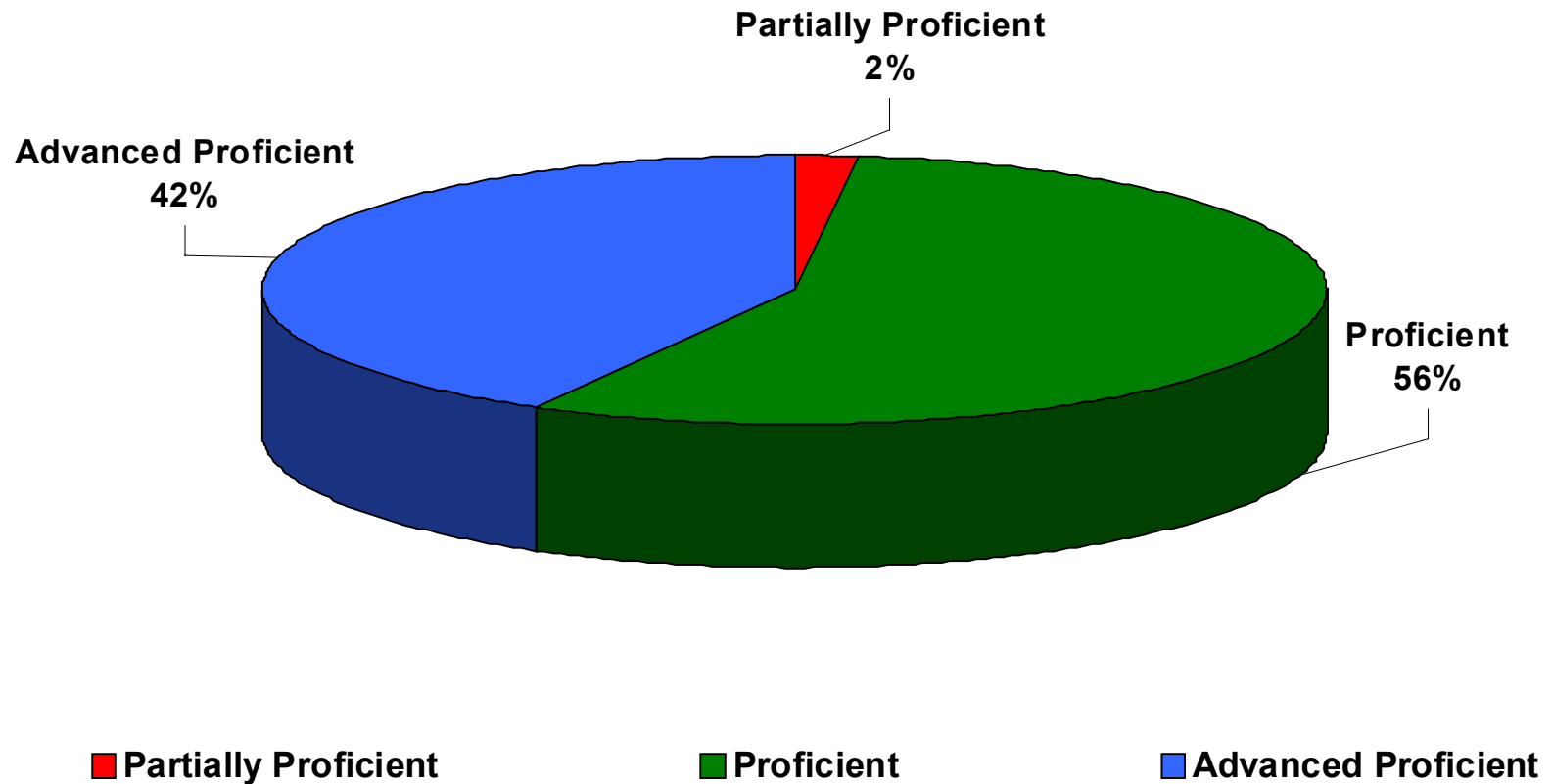
## GRADE FOUR LANGUAGE ARTS SCORES



Source: Spring 2004 New Jersey Assessment of Skills & Knowledge

Figure 1

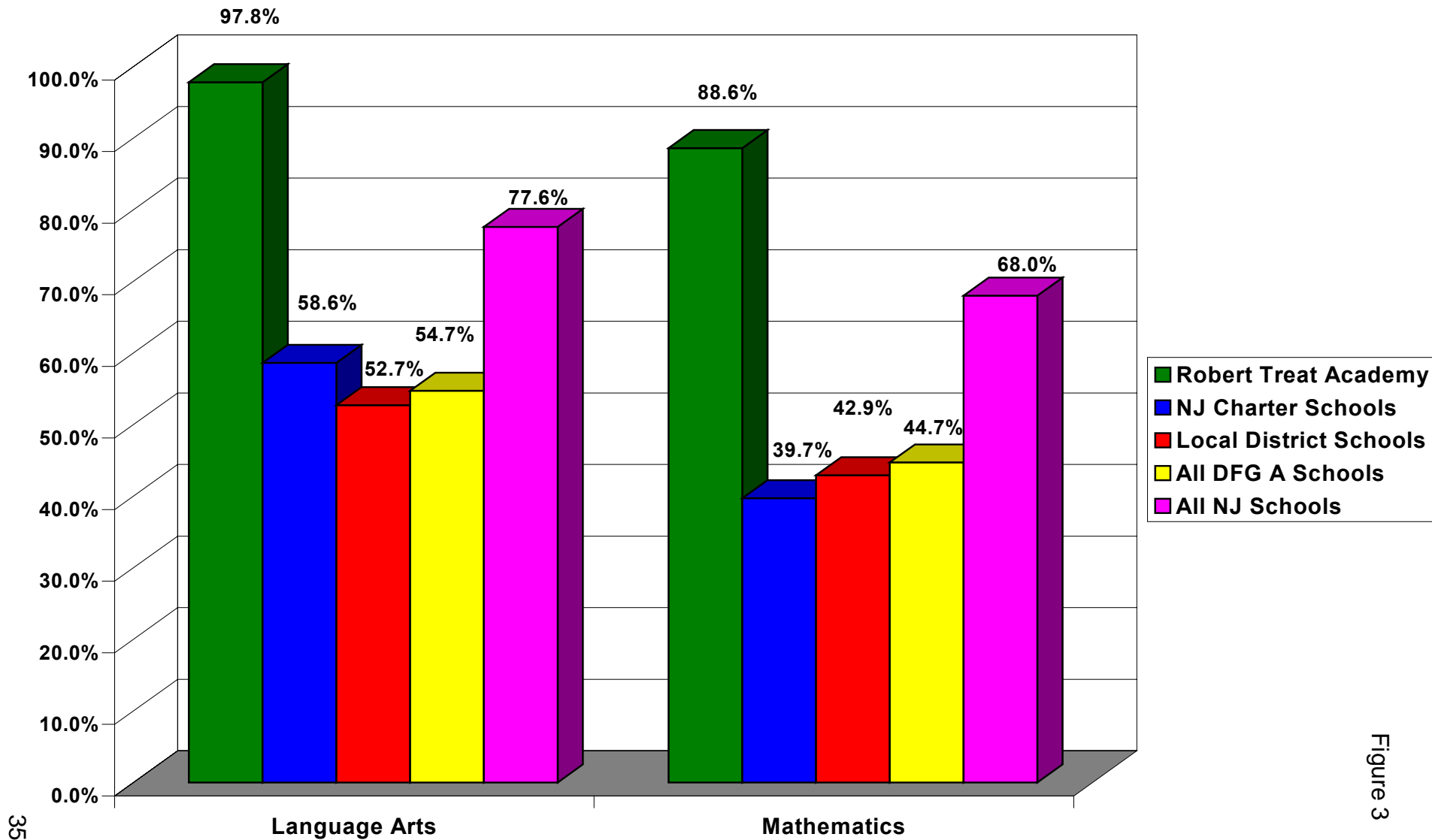
## GRADE FOUR MATHEMATICS SCORES



Source: Spring 2004 New Jersey Assessment of Skills & Knowledge



# PERCENTAGE OF GRADE FOUR STUDENTS WITH PROFICIENT OR ADVANCED PROFICIENT SCORES BY CONTENT AREA



Source: Spring 2003 New Jersey Assessment of Skills & Knowledge

Figure 3

# COMPARISON OF FOURTH GRADE LANGUAGE ARTS SCORES TO SCORES OF OTHER STUDENT GROUPS

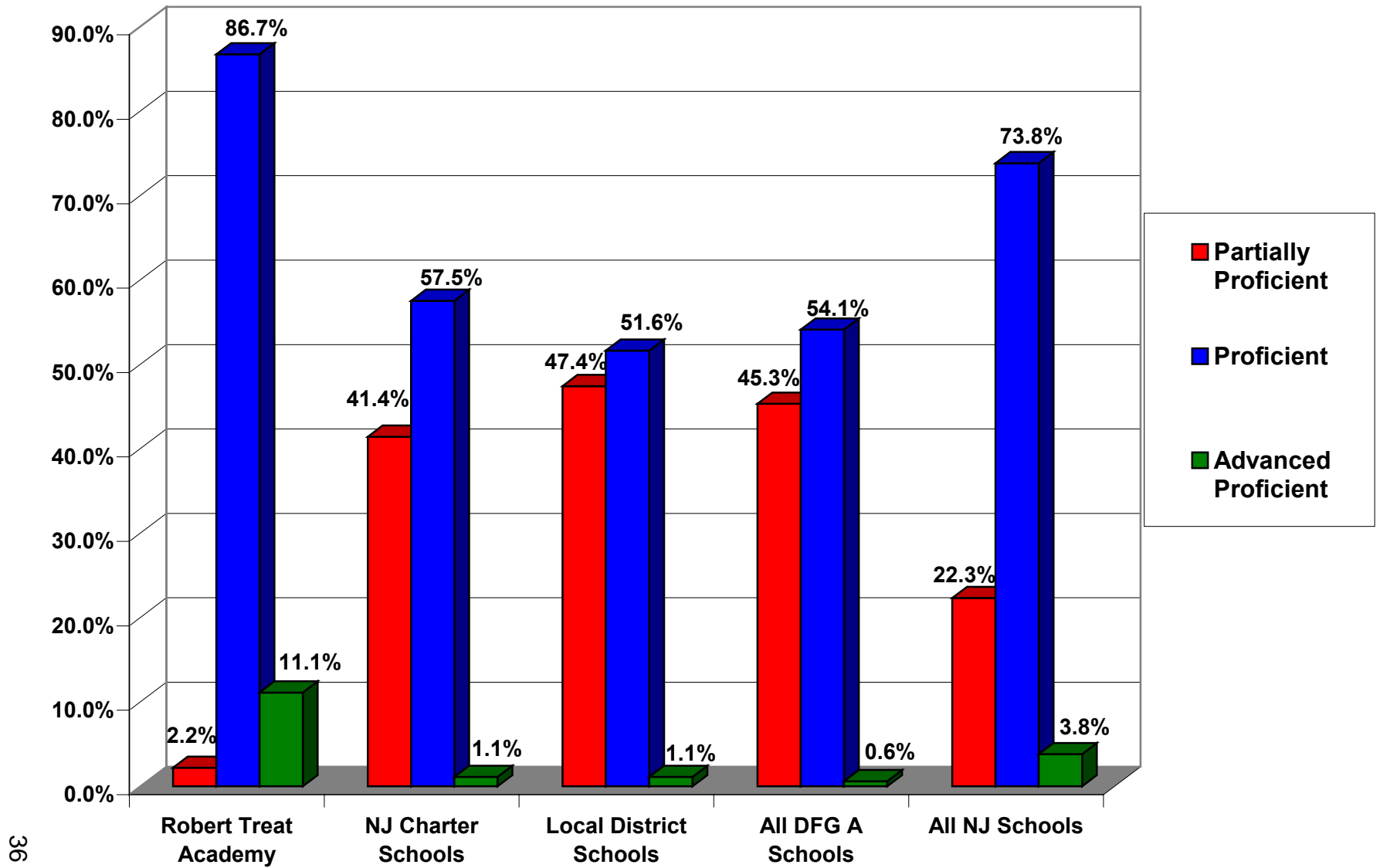


Figure 4

Source: Spring 2003 New Jersey Assessment of Skills & Knowledge

# COMPARISON OF FOURTH GRADE MATH SCORES TO SCORES OF OTHER STUDENT GROUPS

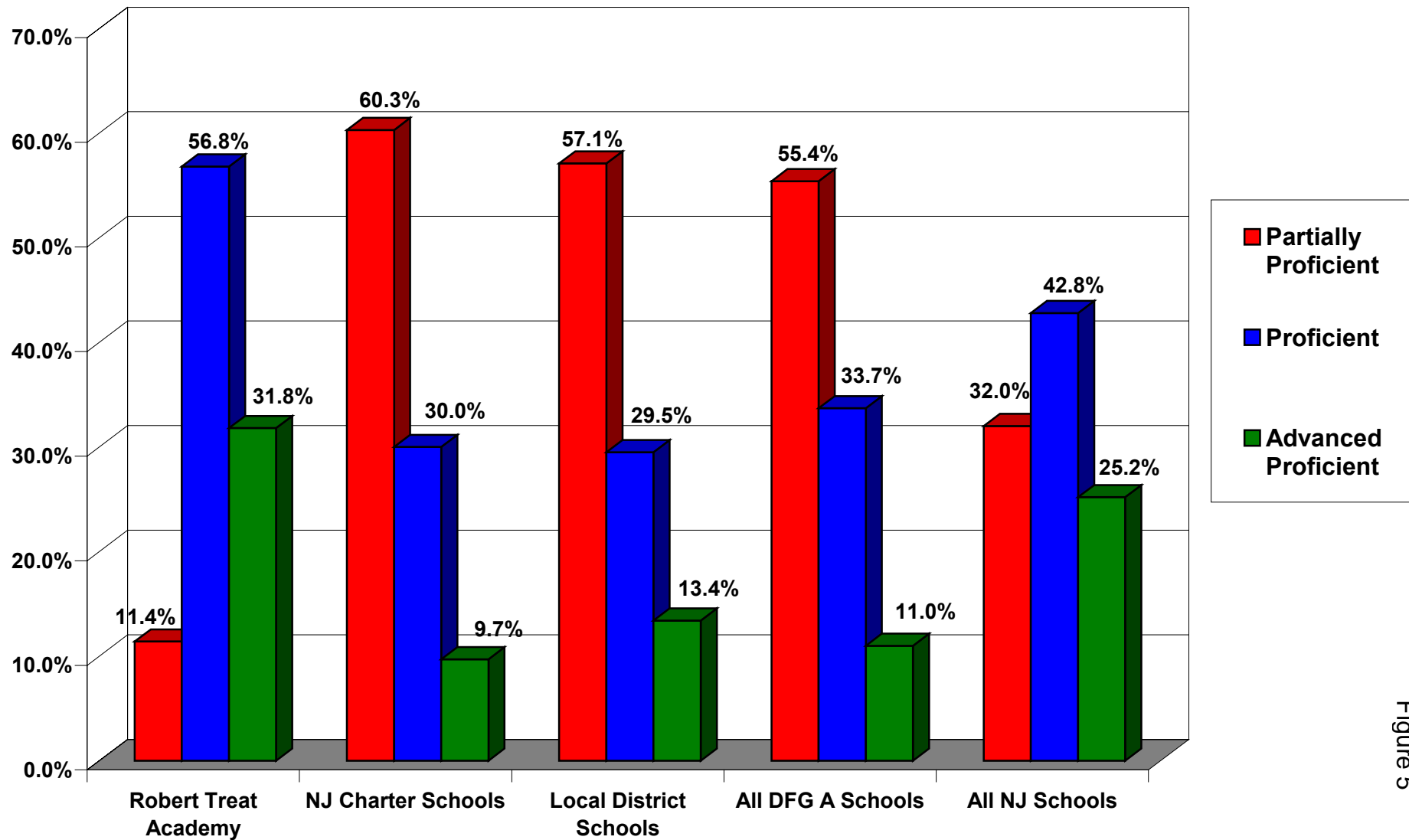


Figure 5

# PERCENTAGE OF FOURTH GRADE STUDENTS WITH PROFICIENT OR ADVANCED PROFICIENT SCORES BY TYPE OF STUDENT

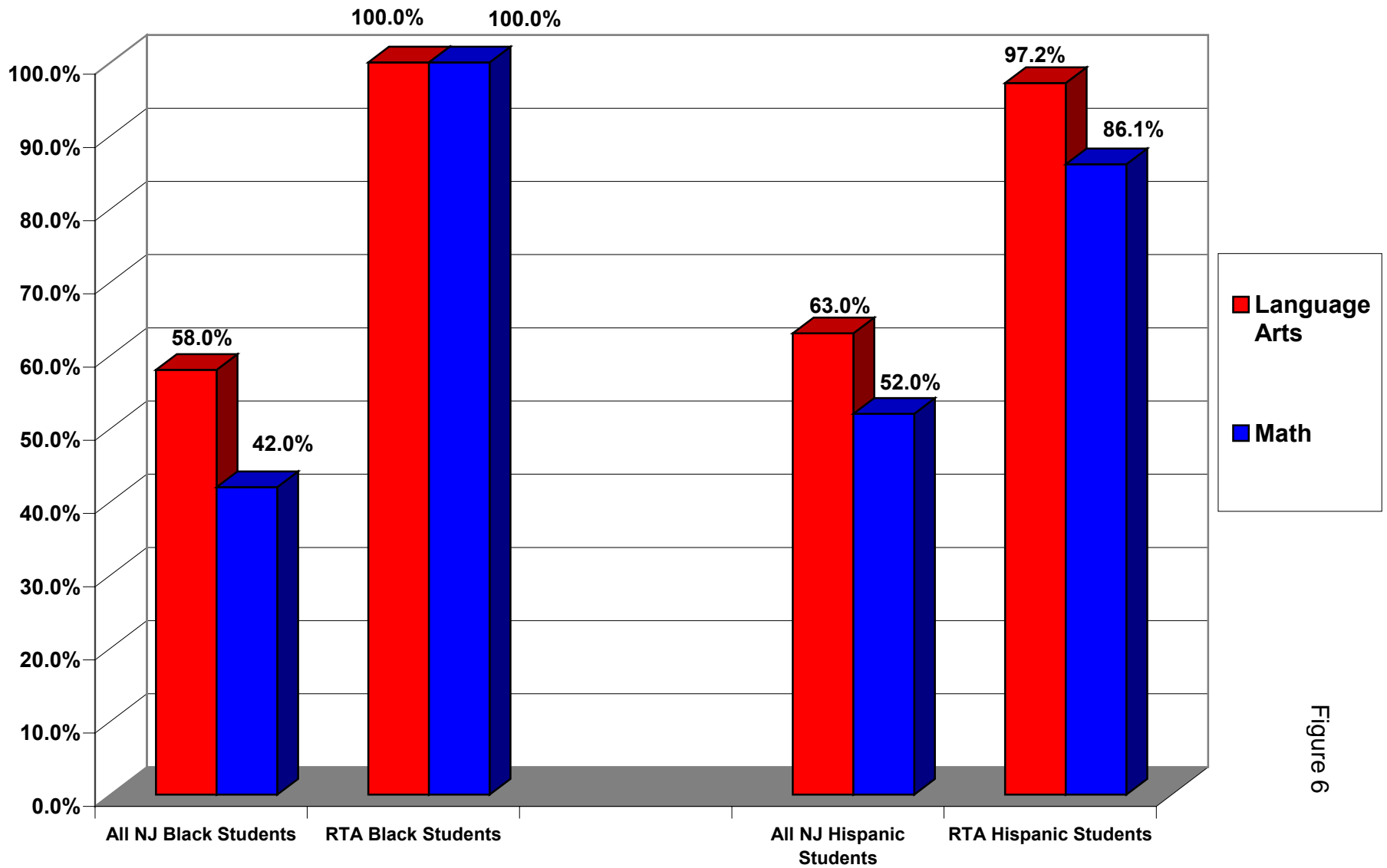


Figure 6

Source: Spring 2003 New Jersey Assessment of Skills & Knowledge

**PERCENTAGE OF FOURTH GRADE SPECIAL EDUCATION STUDENTS WITH  
PROFICIENT OR ADVANCED PROFICIENT SCORES**

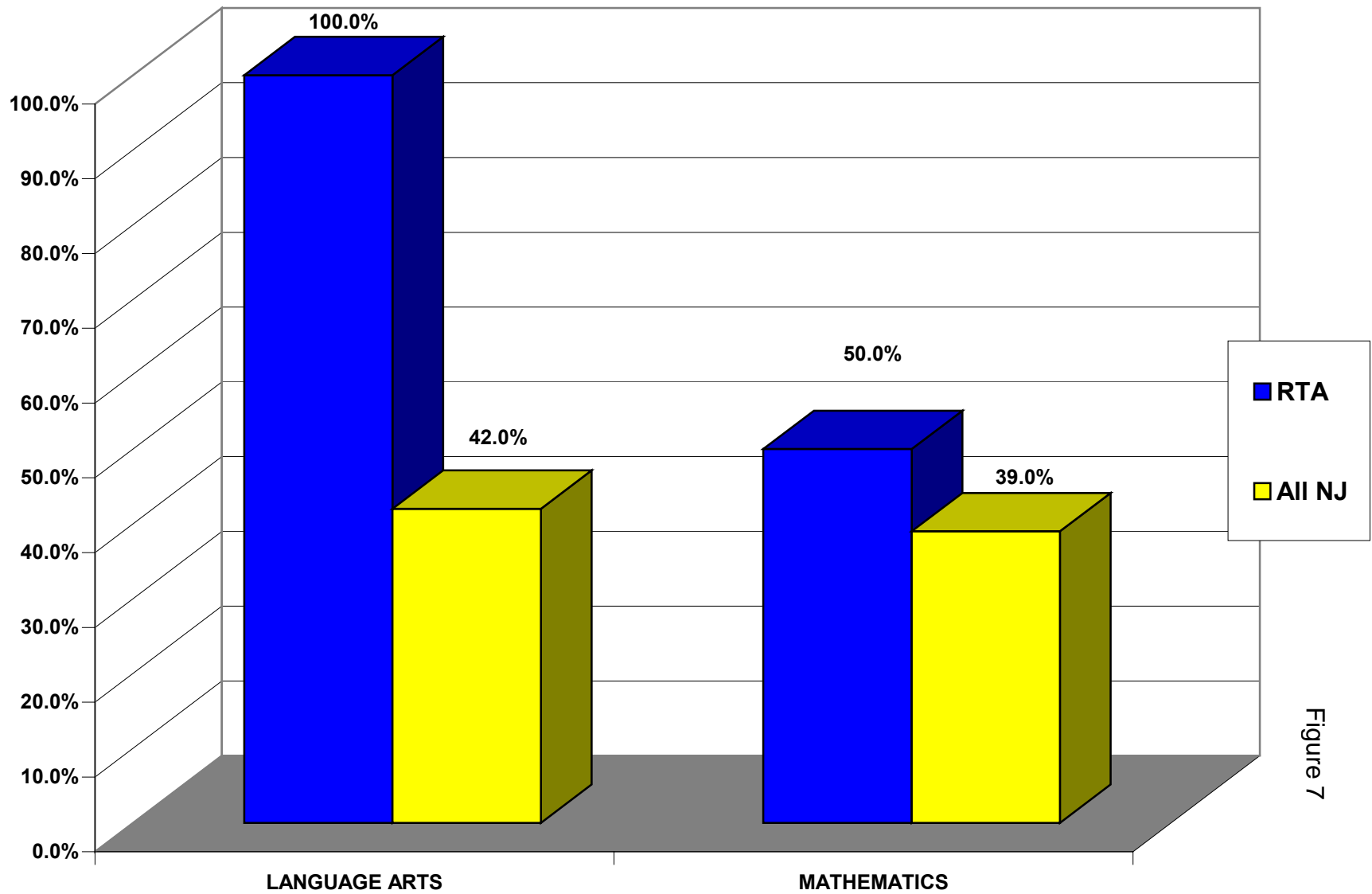


Figure 7

Source: Spring 2003 New Jersey Assessment of Skills & Knowledge

## 2003 NJ ASK3 RESULTS COMPARED TO STATE MEAN SCORE

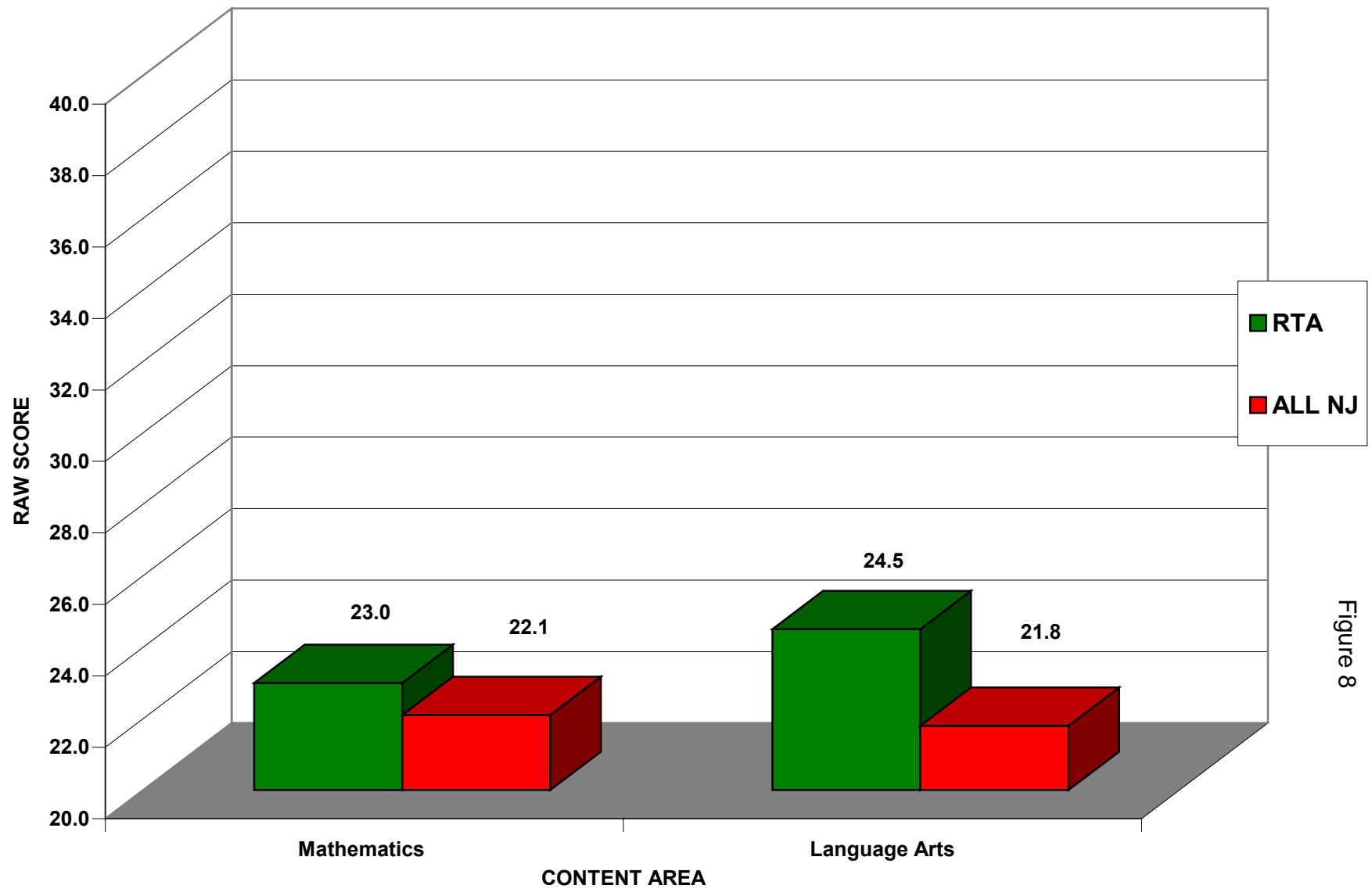


Figure 8

Source: Spring 2003 New Jersey Assessment of Skills & Knowledge

<b>2004 STANFORD ACHIEVEMENT TEST RESULTS</b>												
<b>Grade</b>	<b>Reading</b>					<b>Math</b>					<b>Language</b>	
	<b>NCE</b>	<b>GE</b>	<b>%</b>	<b>S</b>	<b>NCE</b>	<b>GE</b>	<b>%</b>	<b>S</b>	<b>NCE</b>	<b>GE</b>	<b>%</b>	<b>S</b>
<b>K</b>	82.3	2.2	94	8	86.5	2.8	96	9				
<b>1</b>	77.4	3.7	90	8	77.1	3.6	90	8	73.2	3.0	86	7
<b>2</b>	64.6	3.7	76	6	74.4	4.8	88	7	60.2	3.3	69	6
<b>3</b>	68.5	5.7	81	7	77.8	7.9	91	8	77.8	9.0	91	8
<b>4</b>	57.3	5.6	63	6	69.0	6.9	82	7	69.1	9.0	82	7
<b>5</b>	66.9	7.8	79	7	70.1	8.4	83	7	69.8	10.4	83	7
<b>6</b>	62.2	7.8	72	6	65.9	10.6	77	7	62.4	9.6	72	6
<b>7</b>	65.3	11.6	77	7	70.9	12.5	84	7	63.4	12.7	74	6

**LEGEND**

**NCE = National Curve Equivalent**

**GE = Grade Equivalent**

**% = National Percentile Ranking**

**S = Stanine**

Source: Spring 2004 Stanford Achievement Test, 9<sup>th</sup> Edition

**STANFORD ACHIEVEMENT TEST SCORES IN MEAN NCE'S  
SHOWING LONGITUDINAL RESULTS  
FOR 2000 - 2001 - 2002 – 2003 - 2004**

***READING, LANGUAGE AND MATHEMATICS***

**GRADE 1**

Test Year	Grade	Reading	Language	Mathematics
2003	Grade K	85.5	--	78.0
2004	Grade 1	77.4	73.2	77.1

***READING, LANGUAGE AND MATHEMATICS***

**GRADE 2**

Test Year	Grade	Reading	Language	Mathematics
2002	Grade K	78.3	--	76.5
2003	Grade 1	71.5	71.1	81.2
2004	Grade 2	64.6	60.2	74.4

***READING, LANGUAGE AND MATHEMATICS***

**GRADE 3**

Test Year	Grade	Reading	Language	Mathematics
2001	Grade K	98.0		93.0
2002	Grade 1	75.0	68.2	79.5
2003	Grade 2	72.3	68.1	81.8
2004	Grade 3	68.5	77.8	77.8

***READING, LANGUAGE AND MATHEMATICS***

**GRADE 4**

Test Year	Grade	Reading	Language	Mathematics
2000	Grade K	87.2		79.3
2001	Grade 1	76.6	86.0	80.1
2002	Grade 2	70.6	69.0	78.9
2003	Grade 3	59.0	66.0	65.1
2004	Grade 4	57.3	69.1	69.0



**STANFORD ACHIEVEMENT TEST SCORES IN MEAN NCE'S  
SHOWING LONGITUDINAL RESULTS  
FOR 2000 - 2001 - 2002 - 2003 - 2004  
(Continued)**

**READING, LANGUAGE AND MATHEMATICS  
GRADE 5**

Test Year	Grade	Reading	Language	Mathematics
2000	Grade 1	74.2	69.8	78.8
2001	Grade 2	73.1	68.7	76.9
2002	Grade 3	58.1	64.4	66.9
2003	Grade 4	57.8	69.7	62.0
2004	Grade 5	66.9	69.8	70.1

**READING, LANGUAGE AND MATHEMATICS  
GRADE 6**

Test Year	Grade	Reading	Language	Mathematics
2000	Grade 2	72.1	72.9	76.9
2001	Grade 3	67.3	73.7	78.6
2002	Grade 4	60.2	65.7	63.6
2003	Grade 5	62.9	64.6	63.5
2004	Grade 6	62.2	62.4	65.9

**READING, LANGUAGE AND MATHEMATICS  
GRADE 7**

Test Year	Grade	Reading	Language	Mathematics
2000	Grade 3	70.8	79.7	85.3
2001	Grade 4	59.7	66.5	62.3
2002	Grade 5	58.0	60.4	62.1
2003	Grade 6	63.2	63.4	64.9
2004	Grade 7	65.3	63.4	70.9

**SOURCE: Stanford Achievement Test, Ninth Edition**

## 2004 Stanford Achievement Test Results

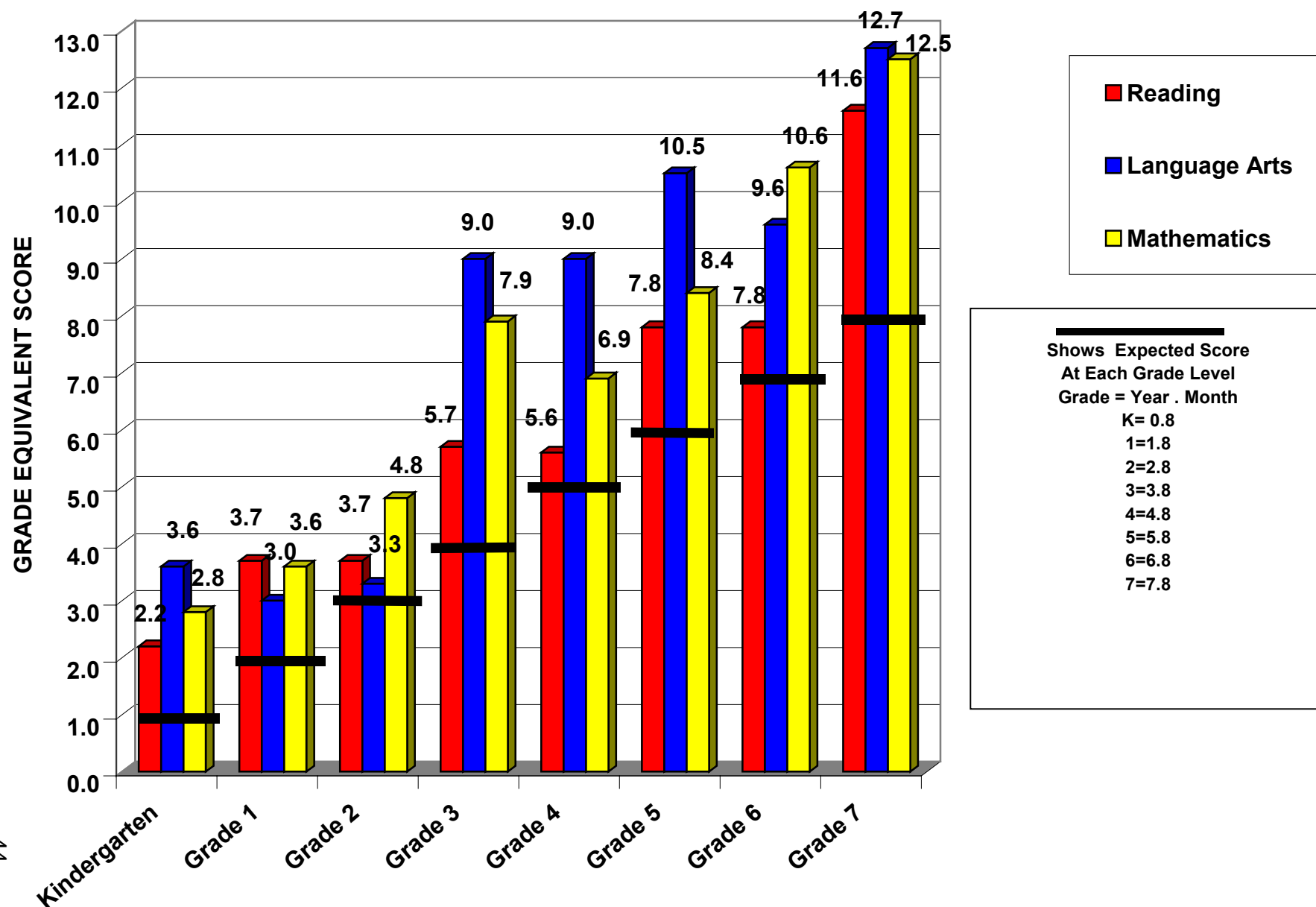


Figure 11

LONGITUDINAL STUDY SHOWING CURRENT THIRD GRADERS  
USING SAT-9 RESULTS FROM 2001 TO 2004

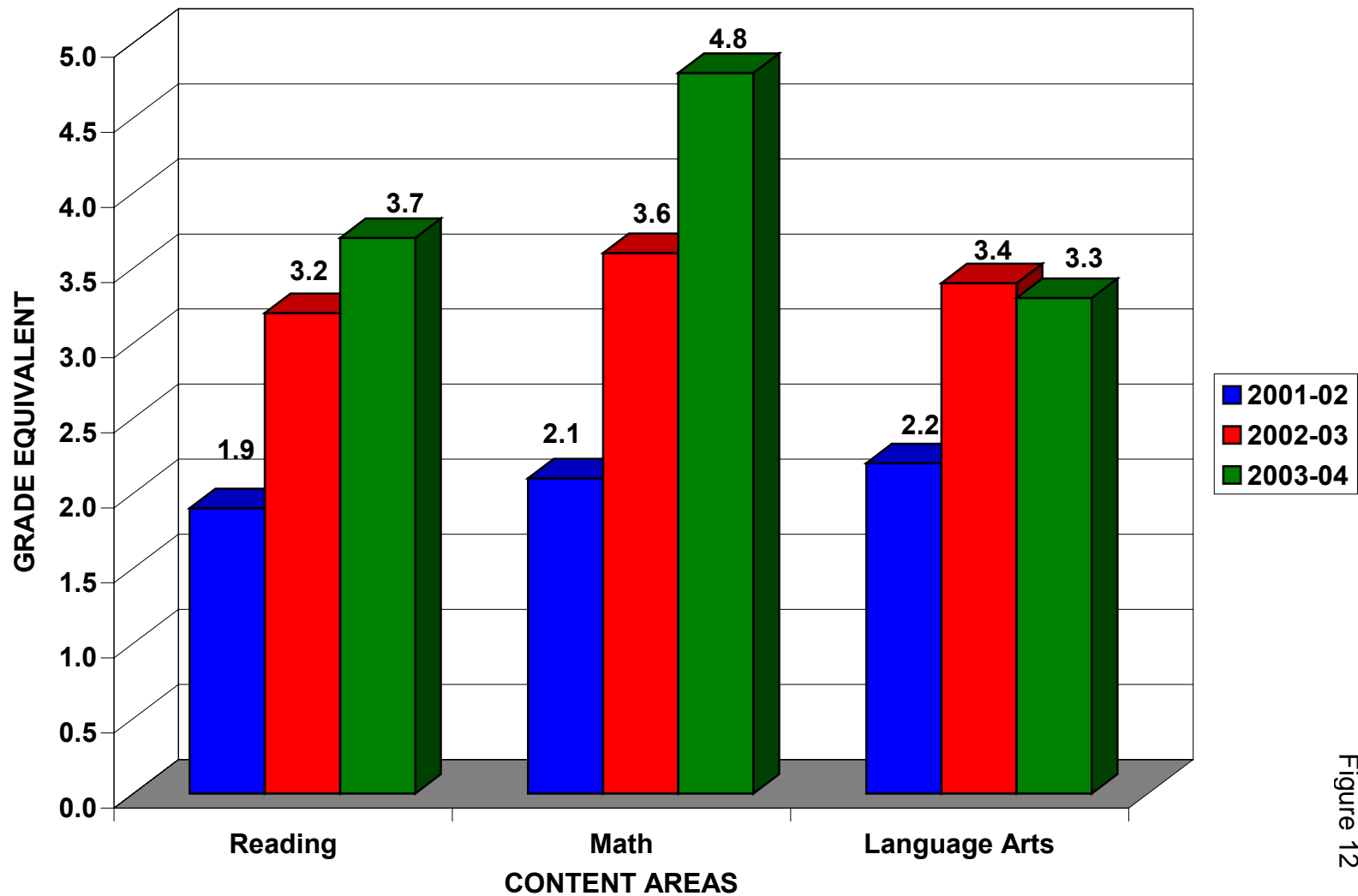


Figure 12

**LONGITUDINAL STUDY SHOWING CURRENT FOURTH GRADERS  
USING SAT-9 RESULTS FROM 2001 TO 2004**

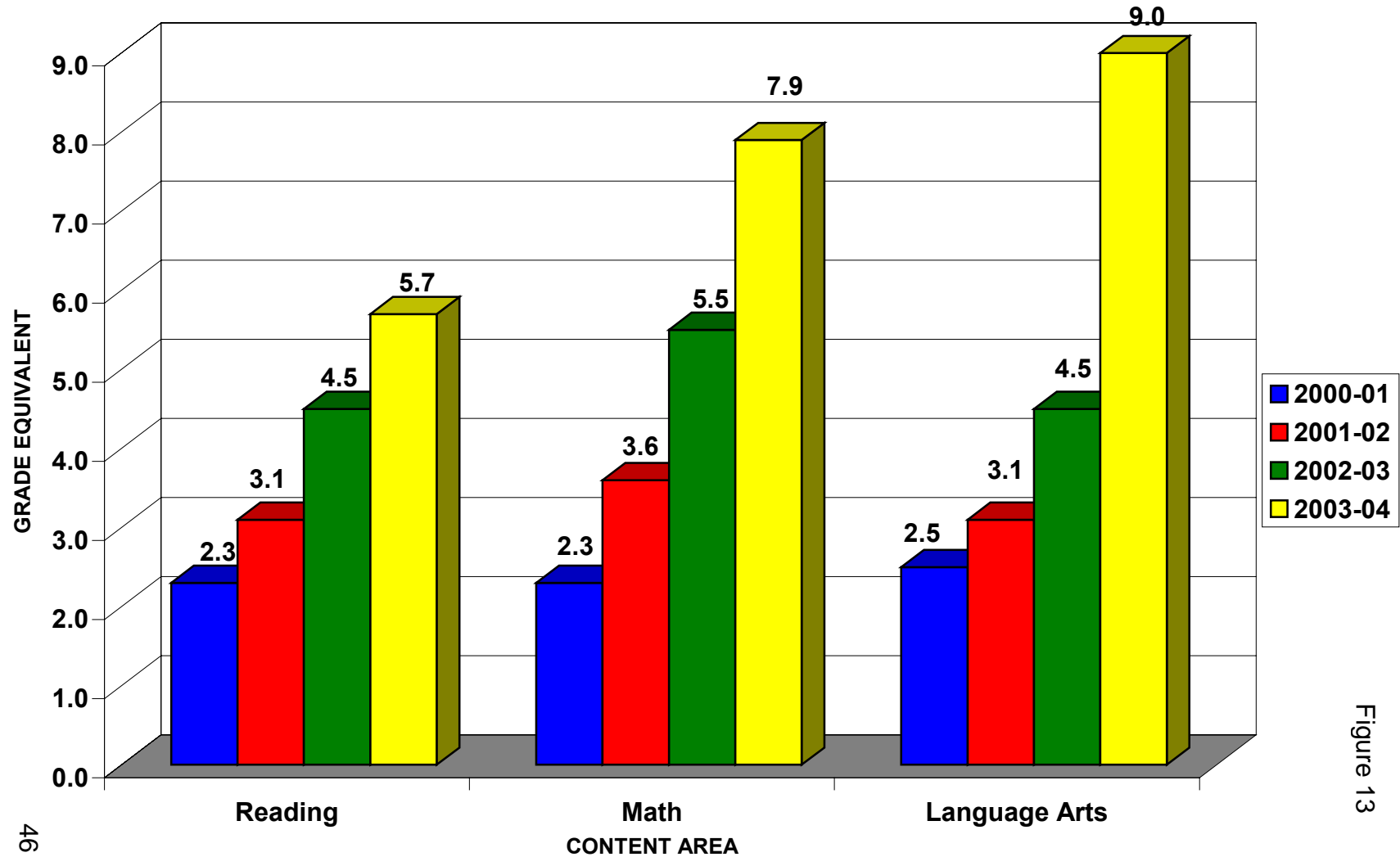


Figure 13

Source: Spring 2004 Stanford Achievement Test, 9<sup>th</sup> Edition

**LONGITUDINAL STUDY SHOWING CURRENT FIFTH GRADERS  
USING SAT-9 RESULTS FROM 2000 TO 2004**

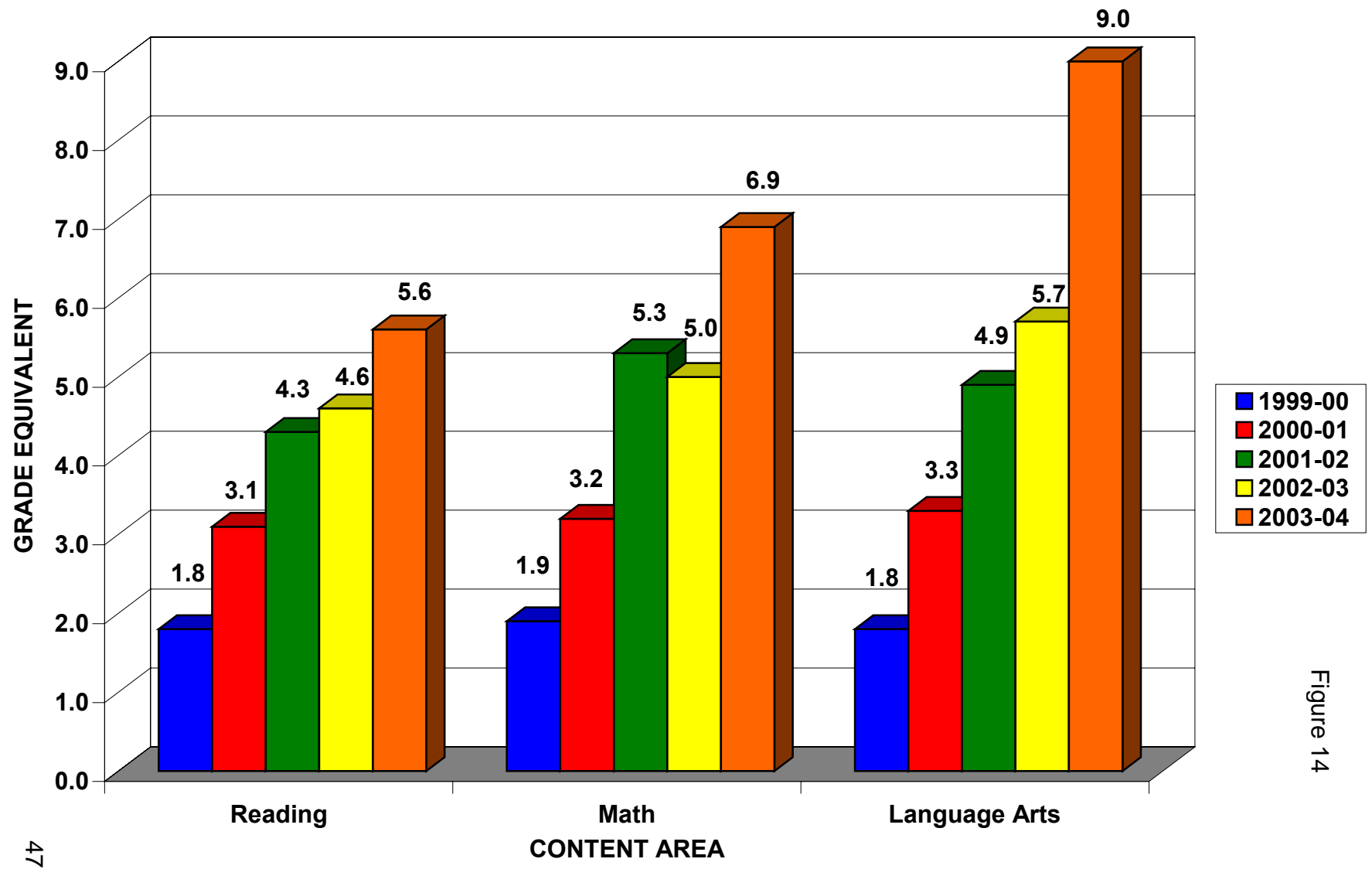


Figure 14

Source: Spring 2004 Stanford Achievement Test, 9<sup>th</sup> Edition

LONGITUDINAL STUDY OF CURRENT SIXTH GRADERS  
USING SAT-9 RESULTS FROM 1998 TO 2004

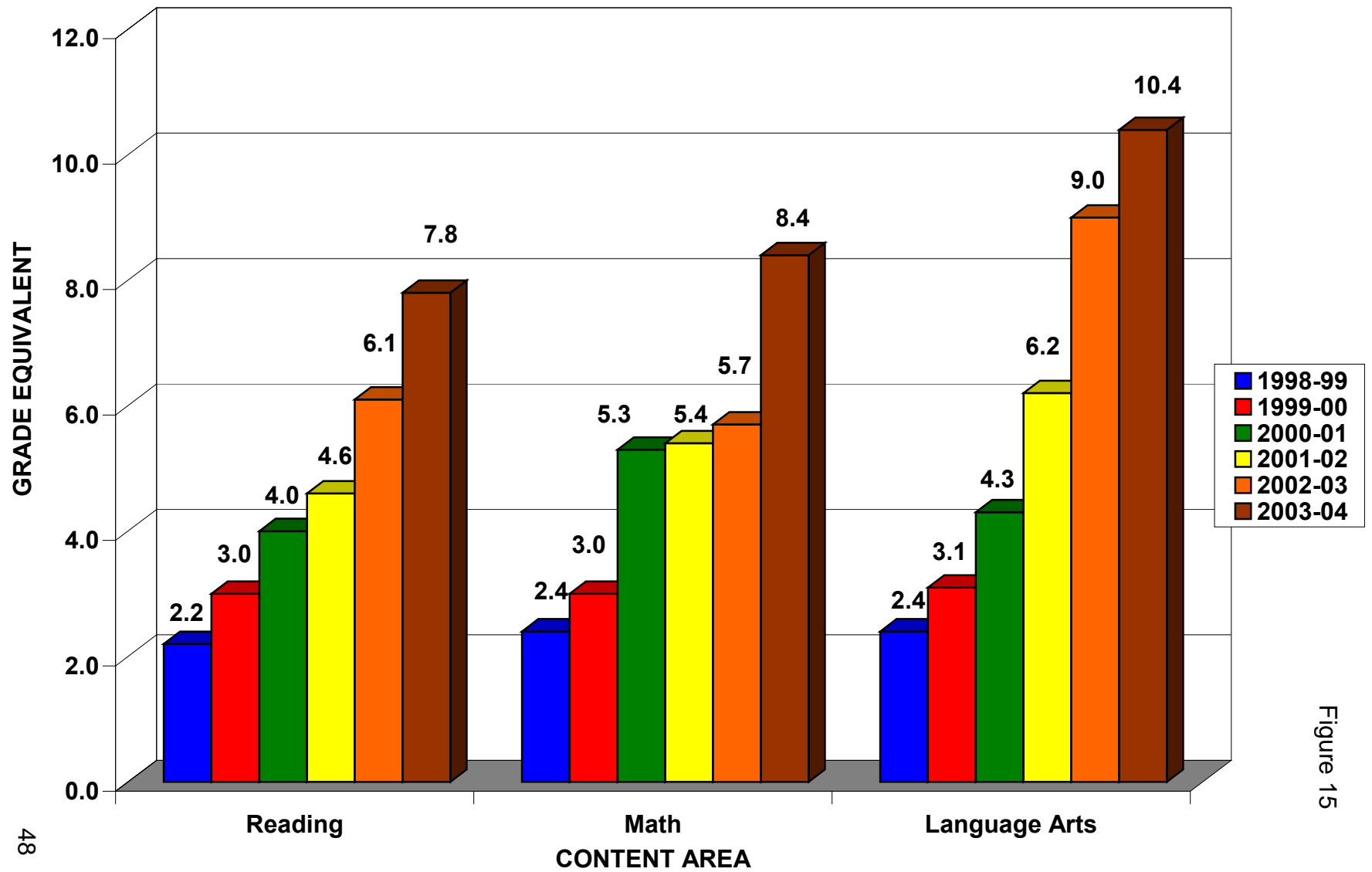


Figure 15

Source: Spring 2004 Stanford Achievement Test, 9<sup>th</sup> Edition

**LONGITUDINAL STUDY OF CURRENT SEVENTH GRADERS  
USING SAT-9 RESULTS FROM 1997 TO 2004**

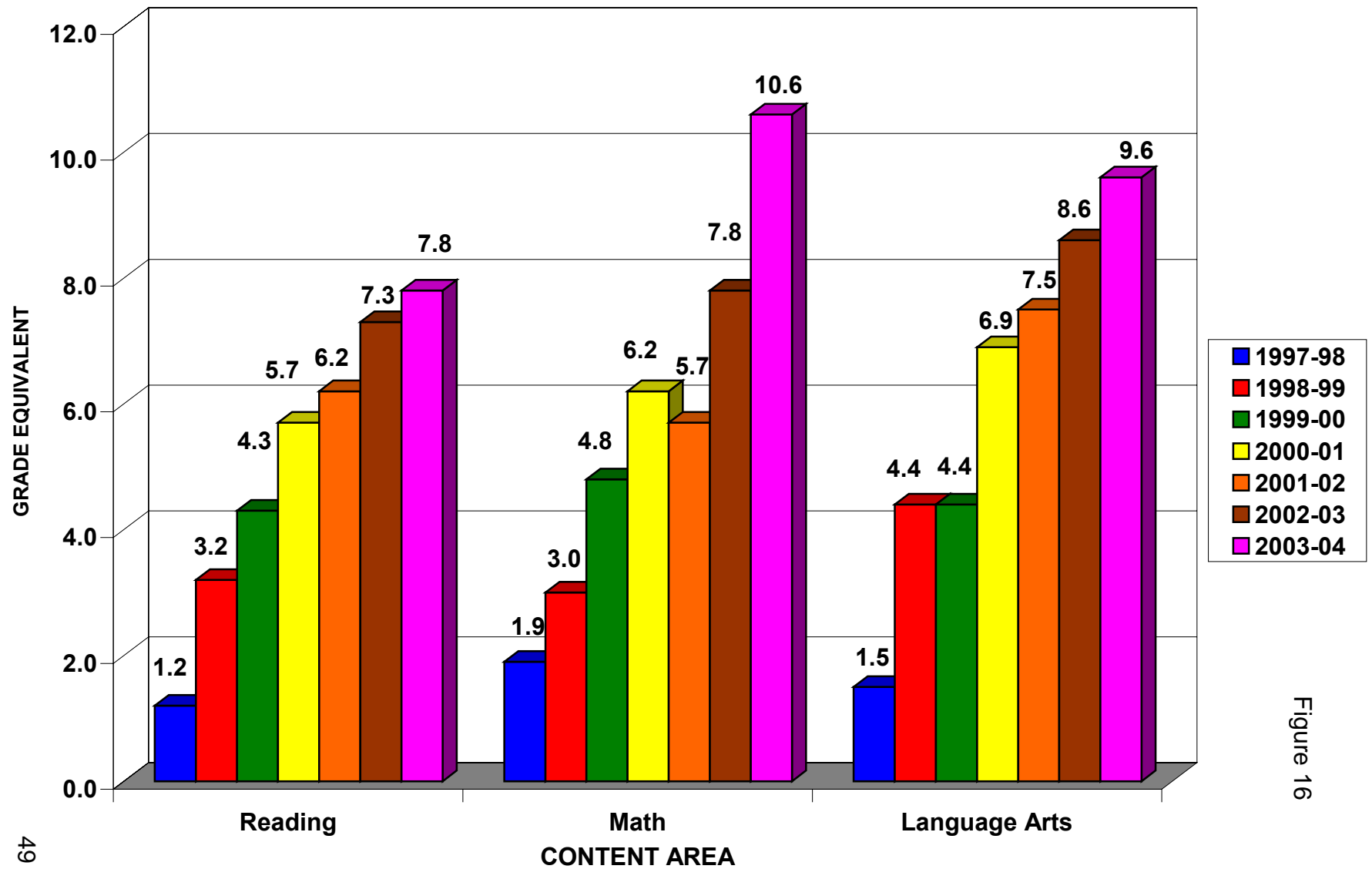


Figure 16

Source: Spring 2004 Stanford Achievement Test, 9<sup>th</sup> Edition

LONGITUDINAL STUDY OF CURRENT EIGHTH GRADERS  
USING SAT-9 RESULTS FROM 1997 TO 2004

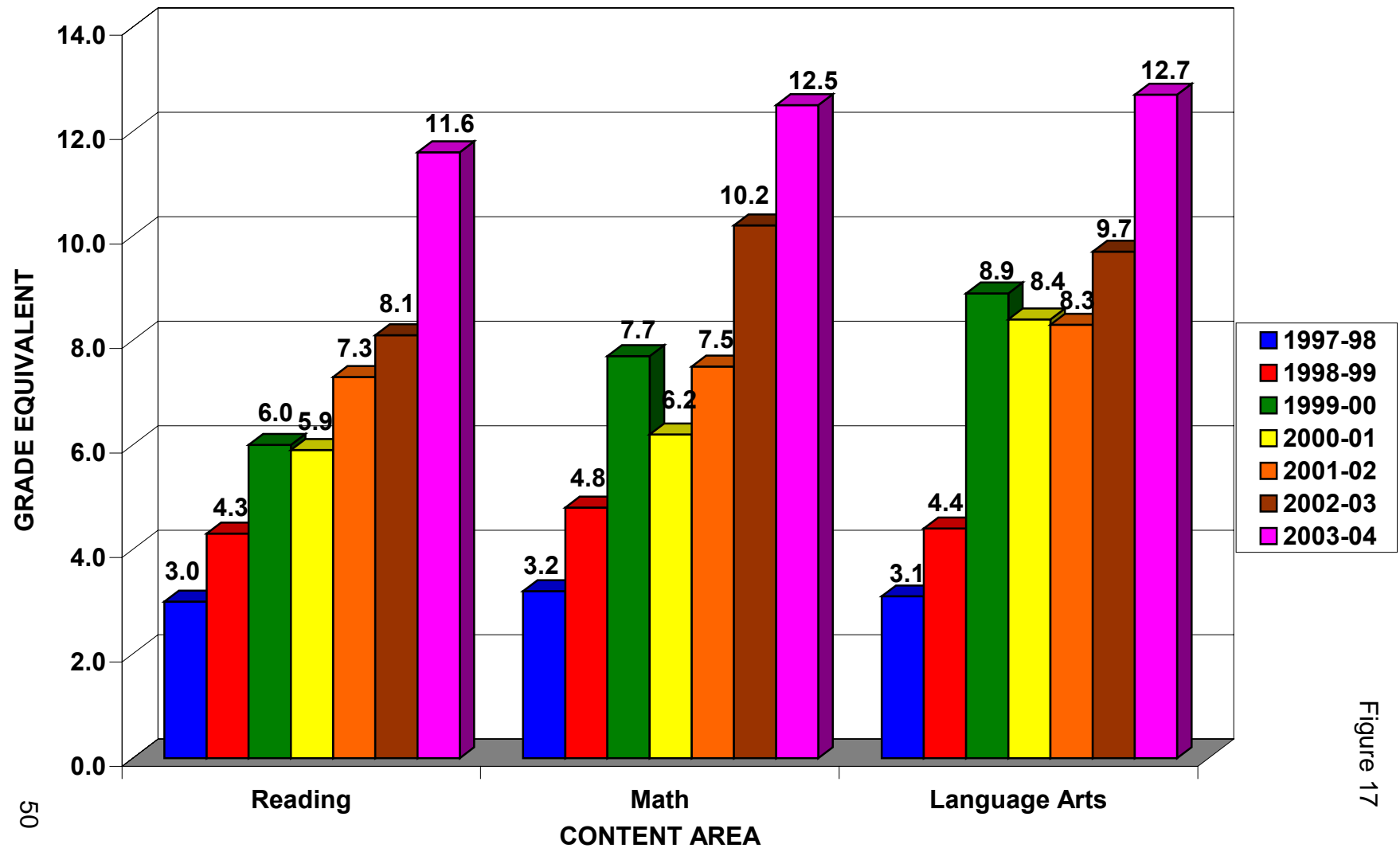


Figure 17

Source: Spring 2004 Stanford Achievement Test, 9<sup>th</sup> Edition



## **Non-Academic Goals and Objectives and NCLB: Summary of Assessment Results and Discussion of Progress**

The Academy strives each year to reach its non-academic goals and objectives. Our culture is based on a positive learning climate that encourages and expects participation from all parents, academic achievement and ethical conduct from all students and a total commitment to excellence from the entire faculty.

We continue to hold monthly meetings for all parents to discuss the academic and non-academic goals of the Academy and our progress toward meeting these goals. Only by continuing to let parents know that they are an important part of the planning process, do we keep the lines of communication open and encourage continued participation.

Parent volunteers continue to be an asset to the Academy and one of its strengths. They participate as volunteers in the classroom and on field trips; they attend social events and meetings, take part in parent training classes, belong to the School Improvement Team and Student Support Team, and serve on the Board of Trustees. Neither we, nor their children can succeed without them.

Our morning exercises bring the entire school population together on a daily basis. The student body, staff and administrators are joined each morning by parents who spend the first part of their day in activities which reinforce the Academy's mission and its reason for existence. Student speakers conduct the opening ceremony that includes the recitation of the Pledge of Allegiance, choral selections, student readings, and holiday or thematic presentations by classes or grades. Students are recognized for special achievements and the Principal delivers a morning message, setting the tone for the school day.

During the year, the Academy sponsors and hosts activities that bring its students, staff, and parents together with the greater community for events that recognize our cultures and history. We celebrate the things that make us different as well as those we have in common.

All of these factors help in our attempt to develop the character of our students. Academic achievement is important but in today's world. Moral and ethical conduct is perhaps even more important. The lack of behavioral problems and incidents of violence or vandalism is evidence that we are on the right track.

Daily attendance by students and staff is tracked by the administration and we continue to meet our stated goals in this area. Student attendance was 97.1% during the 2003-2004 school year. Faculty attendance was 95.7%. Parental participation rates for a variety of school activities averaged 87%.

The staff continues to demonstrate the instructional competency, cooperation and dedication to the mission of the Academy that we hoped for when we designed the program and applied for our charter. The low faculty turnover rates we experience assure us that our staff feels rewarded and fulfilled.

This is reinforced by the fact that our teachers continue to make recommendations of potential faculty members to the administration. Only one teacher, who moved out of state, will not be returning in 2004-05.

Parent satisfaction also remains high as evidenced by the fact that siblings of existing students make up between one third and one half of each years' new student enrollment. Parents also continue to recommend the Academy to family and friends.

Feedback from staff and parents is sought on an on-going basis through the use of surveys that measure their levels of satisfaction with the Academy and its programs.

Participation by students in extra-curricular activities is growing as the pupils become older. After school, evening and weekend athletic programs afford opportunities for our students to participate in team sports and recreational events with many other students from the City of Newark.

## **5. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES**

### **Parental Involvement Activities and Outcomes**

#### **Outreach Procedures**

A high level of parental involvement was one of the three main goals stated in the Academy's charter application and formalized in its mission statement. We believe that parental involvement is one predictor of student success. We ask each family to partner with the Academy so that we can reach our goal of achieving high student achievement while encouraging the acquisition of good character traits.

Parents are made aware of the need for their input in this process and are made to feel a part of the Academy from the first moment they walk through the door. Every parent is presented with a Handbook outlining our expectations for them and their children and relating our commitment to them. Parents also are asked to sign the Academy's Home & School Compact that clearly states the responsibilities of all three parties.

A calendar of parent meetings is provided at the beginning of each school year and attendance at monthly parent meetings is monitored and recorded. Absent parents are contacted, provided with any meeting materials disseminated, and reminded of the importance of their participation. We have always found that student performances encourage parent participation. Concerts were held in the winter and spring and choral performances, plays or readings took place at many of the monthly parent gatherings. Our August meeting included a report to the parents on student achievement on standardized tests and an explanation of what these scores mean. At the January meeting, the Academy Principal presented the annual report to the parents providing an overview of progress made an explanation of future plans. Reports on the efforts of the Office of High School Placement are a regular part of our meetings now.

Regular communication between the staff and the parents also takes other forms. Since all students are dropped-off and picked-up daily by family members, opportunities for parent contact are plentiful. Parents are encouraged to visit the Academy at any time. Annual Back-to-School Nights and Parent Conference Weeks are another outreach tool. A classroom newsletter and a school-wide newspaper are published every month and distributed to all families. Each pupil has a school folder, which is used daily for back and forth communication between parents and school staff. Parents are provided with a listing of staff e-mail addresses and are encouraged to use this mechanism for communication in addition to the telephone and personal contact.

## **Organizations and Committees**

Joining the Academy's Parent Council is a commitment made by 100% of parents. Regular attendance at monthly Parent Council meetings is highly encouraged and this year's attendance rate averaged just over 74%. Parents served as volunteers at each meeting by supplying, selling and serving baked goods to raise funds for the Academy. The proceeds from fall and spring fundraisers and a Tricky-Tray event were also contributed by parents towards the Academy's fundraising efforts.

Besides attending meetings and raising funds, parents participated in other ways. They served as volunteers at events and chaperoned students on school outings including trips to Radio City Music Hall, the Hayden Planetarium, Liberty Science Center, and the New Jersey State Aquarium. Parents coached recreational activities, provided office help, served as class parents and on special committees and attended events sponsored by the founding organization, The North Ward Center.

Our Seventh Annual Founder's Day Celebration was held at the home of our founding organization as usual this year. Some of the activities for the older students took place at Branch Brook Park so that these students could play softball and other sports. At lunch time the upper classmen returned to the Center for lunch followed by a dance held at the Academy. Parental involvement in the Founders Day Celebration included preparing covered dishes, manning the barbeque grill, serving food, supervising students both at the Park and in the Center's playground, working as helpers at the activity tables, face painting, and blowing up balloons.

Elected executive committee members, chosen by the larger parent group, provide another conduit to the administration. Two of the elected Parent Council members also serve on the Board of Trustees along with one of the parent founders of the Academy. This group meets at monthly board meetings and provides input to other trustees on behalf of the entire group.

Parents are also members of the School Improvement Team, the Academy's core-planning group. They bring issues of parental interest or concern to the attention of the administration.

The Robert Treat Academy's Student Support Team includes parent representatives who provide students in need of services with the resources they require to overcome academic and non-academic problems.

## **Parent Satisfaction**

The Academy's monthly newsletter provides a Parent Feedback Form. The form can be used to bring issues to the attention of the Principal anonymously or a personal answer can be requested. The questions asked on these forms are shared at parent meetings if the issues raised are not private. In this way concerns are addressed which are of interest to many families.

Parents are aware of the open-door policy held by the Principal, Vice Principal and Parent Coordinator if a meeting is desired. Communication can also take place through the telephone and via e-mail.

Parents have been surveyed four times over the past seven years and each time parental satisfaction was found to be high. We have not yet completed analyzing the data from our most recent survey, designed specifically for charter school use. A copy of the instrument has been included as **Appendix M**. Now that they have reached an appropriate age, we also intend to begin surveying our students to measure their satisfaction with the Academy and its programs and policies. The student council will be involved in this activity at the start of the new school year.

### **Training/Support**

For the fifth year, technology training classes were provided for parents. These sessions were held in the evenings and gave parents an overview of the software programs their children utilize at the Academy. Parents also received lessons in the use of word processing and desktop publishing programs. Finally they received an introduction to the Internet - using e-mail and the World Wide Web. These classes remain popular with parents and have become an annual offering in the fall and spring of each year.

Through the generosity of a local physician and a nearby hospital, we were again able to sponsor a Health Fair for our families. One of our parents, who is employed by a pharmaceutical company, spearheaded the effort. His company donated testing materials and the local hospital provided the staff to perform screenings. Students and their parents and siblings were tested for diabetes and high blood pressure and received literature about both conditions. A number of people who were screened received referrals for further testing because their initial results were positive.

During this school year, the Parent Council met each month. Meetings included an Introductory Get Together in August, Back To School Night in September, Parent Conferences and Classroom Visitations in October and February, the Annual Report to the Parents in January, and an Art Show and Holiday performances by the children in November, December and April, the Health Fair and Founders Day.

A meeting for all parents was held to provide updated information on our high school placement efforts to date and a further explanation of our plans for their children after eighth grade. Parents of the seventh grade students met with representatives of many secondary schools here at the Academy and attended a high school fair at an outside venue. Trips were arranged to several independent schools in New Jersey so that all parents could visit an independent secondary school. The Academy also provided instructional sessions on the completion of financial aid documents. The Robert Treat Academy will hold its first annual High School Fair on August 26<sup>th</sup>. Representatives from over 30 schools have been invited to attend.

## **Community Involvement Activities and Outcomes**

### **Outreach Procedures**

The entire staff works to expand the level of community knowledge of the Academy. The Principal, Vice Principal and Parent Coordinator, along with the Academy's founding organization and its Board of Trustees, reach out to the community at-large to engage governmental agencies, non-profit, social service organizations and the corporate world through school activities and programs.

Our relationship with the North Ward Center continues to be the anchor of our community involvement effort and the Center remains the Academy's biggest cheerleader with both its fundraising commitment on behalf of the Academy and its ability to showcase the Academy and its successes to a wide array of important New Jersey organizations and individuals.

### **School/Community Activities**

Partnerships between The North Ward Center, The Newark Boys and Girls Clubs and Project PRIDE, continue to provide recreational activities and programs for our students including T-Ball, Softball, Little League Baseball and Biddy and Small Fry Basketball. Our relationship with Just One Soccer allowed us to continue our participation in youth soccer again this year. Both Newark Do Something and the national Do Something organization provide other mechanisms for character education training and activities. We have also continued our relationship with Kids In Business that addresses the entrepreneurial aspects of life and introduces our students to the world of business.

Our relationship with the senior citizens living in the neighboring Forest Hill Health Care Center has provided opportunities for our youngest students to perform community service. Kindergarten students visited the facility on Halloween and Christmas and in the spring. The children brought cards and gifts for their elderly friends and performed for them. CASA Israel, an adult medical day care center, where our chorus performs, also provides our students with opportunities for shared experiences with the elderly.

Through a partnership began last year, St. Benedict's Prep and St. Vincent's Academies provided student volunteers to perform community service by serving as tutors and mentors to our students. The volunteers work under the direction of certified staff during the extended day program. This year, we expanded our relationship with these two Newark schools further.

One of the activities in which these students were involved during the last year was a holiday party for our students. MBNA (the multinational credit card and banking company), a huge supporter of the Academy, sponsored, planned and supervised an extravaganza for our children to celebrate the holiday season

Musicians, magicians, and clowns entertained the students. A high school chorus from Delaware, the home state of MBNA, performed holiday favorites and the students were treated to lunch and snacks. Each student and all of their siblings received a generous gift selected for them by gender and age.

Our educational consultant, Dr. James Caulfield is also Director of Seton Hall University's Doctoral Program in Educational Administration. He remains our primary contact with higher education and we continue to develop and expand our relationships with other universities.

The Rutgers University Department of Education and Academic Foundations provided the Academy with student teachers through internships developed for their senior students again this year.

The Rutgers' School of Nursing has also continued to provide student nurses to work with our pupils. The Healthy Lifestyles program provided by Rutgers has continued to deal with topics from nutrition to hygiene to anger management.

Kean University's College of Education selected Robert Treat Academy as an example of an exemplary educational environment and brought graduates of their Pathways to Teaching Careers Program from across the United States to tour the Academy, observe our teachers and meet with our administrators.

Members of the Board of Trustees continue to bring their expertise and their associations with business and government to the Academy while contributing to its mechanism for governance. Through our Board members, we have many governmental and corporate relationships that continue to strengthen the Academy and its programs. One of our Board members is the New Jersey Assemblyman who represents the district where the school is located.

Another Trustee is the principal of a Newark elementary school. This relationship offers us an opportunity to work with a local district school in an exciting and unique way. Our relationship with the Newark Public Schools remains healthy and collegial.

The senior citizen graduates of the North Ward Center's Early Childhood Paraprofessional Program, supported by the National Council On Aging, continued to serve as volunteers in our kindergarten program.

The Academy belongs to the New Jersey Public Charter Schools Association and our principal continues to serve on its executive board. This group works to assist New Jersey charter schools in legislative matters and to provide advice and support for charter school leaders.

We have continued our relationship with the Charter School Resource Center of New Jersey. This year we again hosted visitors from around the state and the nation at their request. Our principal also serves as a member of the Charter School Special Education Task Force along with representatives from the State Department of Education, the Charter School Resource Center, Rutgers School of Law and other charter schools.

We also continued to provide assistance to other charter school administrators or potential founders who are seeking information or advice. The Academy maintained its membership in the New Jersey School Boards Association.

## **Plans**

Our most exciting new relationships revolve around our high school placement efforts. Our association with Newark's St. Benedict's Preparatory School and St. Vincent's Academy have developed and strengthened over the past year as we have continued to plan for our students to attend their schools in the future.

In our last report we explained our plans to work with NJ SEEDS' and the Wight Foundation. These organizations help give inner-city students access to opportunities available to young people from more privileged families. They provide students with programs offering preparation for high school and help to find funding for tuition to private secondary schools.

Our focus has changed, however, since that report and we now plan to place our own students. In support of this goal, we have made contact with the directors of admission for more than thirty independent secondary schools. Our director of high school placement will continue to expand the pool of possible placement sites including vocational and technical schools. She will also identify schools that serve special populations including handicapped and at-risk students.

The following list includes some of the schools that have expressed interest in our students and with which we have begun working:

### **Day Schools**

The Hudson School, Hoboken NJ	Kent Place School, Summit NJ
Montclair Kimberly Academy, Montclair NJ	Newark Academy, Livingston NJ
Oratory Preparatory School, Summit NJ	Pingry School, Martinsville NJ
Seton Hall Prep, Newark NJ	St. Benedict's Prep, Newark NJ
St. Vincent's Academy, Newark, NJ	

### **Boarding Schools**

Avon Old Farms School, Avon CT	Berkshire School, Sheffield MA Blair
Academy, Blairstown NJ	Brewster Academy, Wolfeboro NH
Brooks School, North Andover MA	Cate School, Capinteria CA
Dana Hall School, Wellesley MA	Darrow School, New Lebanon NY
Ethel Walker School, Alexandria VA	Hill School, Pottstown PA
Hotchkiss School, Lakeville CT	Miss Porter's School, Farmington CT
Peddie School, Hightstown NJ	Phillips Academy, Andover MA
Phillips Exeter Academy, Exeter NH	Purnell School, Pottersville NJ
Taft School, Watertown CT	Woodberry Forest School, VA



## **Public Relations and Outreach Activities and Outcomes**

### **Public Relations Activities**

Our belief that the Academy represents the entire charter school movement continues. Every member of the Robert Treat community understands that what we do here can have an impact on the future of charter schools in New Jersey and nationally.

We welcome all visitors to the school who we feel can help us spread our message to the public. During the past year, many visitors toured Robert Treat Academy including Governor James McGreevy, Senators Jon Corzine and Frank Lautenberg, and Congressmen Andrews, Menendez, Payne and Pascrell. Many representatives of County and City government also visited the Academy and offered words of encouragement to our students during morning exercises.

We will continue to take advantage of opportunities for positive exposure of the Academy and the charter school movement to the public. This year, the Academy was featured in newspaper articles in the Star Ledger, the New York Times and other publications. These stories covered our students' achievement on statewide tests and our selection as a Benchmark School by the New Jersey Chamber of Commerce.

Academy students will continue to visit and perform at events in Newark and Essex County. This year those events included visits to the Essex County Hall of Records, the United Way of Essex & West Hudson, the Pride Bowl Football Game at Newark Bears Stadium, the Newark Puerto Rican Parade and Essex County's September 11<sup>th</sup> Recognition Ceremony.

The students performed at many North Ward Center events including its Dr Martin Luther King Celebration, its Puerto Rican Scholarship Dinner, St. Patrick's Day, and Three King's Day activities and its Annual Graduation Ceremony at Sacred Heart Basilica.

We updated our informational brochures again this year to include new program information. These pamphlets provide an overview of our mission, goals, policies and services and are provided to the Academy's many visitors. We also continue to publish our monthly newsletter, *The Treatonian*.

### **Accountability and Plan**

The responsibility for good public relations is the primary responsibility of the Academy's principal. The Vice Principal and the Parent Coordinator assist him in planning the day-to-day activities that encourage positive feelings about the school in the greater community. The Academy's founding organization and its Board of Trustees also provide many opportunities for continued exposure to the public.

## **6. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT EFFORTS**

### **Admission Policies**

#### **Admission Timeline and Recruitment Activities**

Students are eligible to attend the Academy if they are Newark residents who have reached the age of 5 by October 1<sup>st</sup>. *The board approved Enrollment Plan is included in Addendum H.* Outreach begins in November and includes print ads in both the Star Ledger (in English) and the El Nuevo Coqui (in Spanish), advertisements on cable television's community bulletin board and flyers distributed to local preschools. A series of open houses are held in November and December to introduce the Academy and its policies and procedures to interested parents who must provide proof of residence and age (a birth certificate).

If the number of applicants exceeds the number of openings, a lottery is held in early January. In accordance with the law, siblings of existing students are given preference. The drawing is conducted by a certified public accountant. All eligible students are selected. The first fifty students chosen become the new kindergarten class; the remaining children are selected in order and become the "waiting list students".

#### **Admission Results**

Enrollment this past year included 400 students in grades kindergarten through seven. The student retention rate in 2002-2003 was 96%. Male students accounted for 46% of the enrollment. 54% of students were female. The average (and ideal number) of students per grade is 50, however, because of past retentions and student withdrawals, the actual number of students per grade was:

Grade K	52
Grade 1	50
Grade 2	53
Grade 3	49
Grade 4	50
Grade 5	47
Grade 6	51
Grade 7	48
Total	400

Grade eight will be added in 2004-2005 and enrollment will grow to 450. Waiting lists for each grade contain the following number of students:

Grade K	176	Grade 4	47
Grade 1	85	Grade 5	12
Grade 2	60	Grade 6	15
Grade 3	30	Grade 7	25
Grade 8		37	

Our student body is representative of the community in which the Academy is located. Many of the families reside in Newark's North Ward, which is predominately Hispanic. 76% of students come from this ethnic group. African American students made up 18% of our population. Four percent of students are white and 2% are Asian.

Students also come from diverse economic backgrounds. 64.5% percent of students were eligible for free or reduced lunch but some families earn in excess of \$100,000 annually.

### **Student Withdrawals and Exit Interviews**

Two students left the Academy during the 2003-2004 school year. One family moved from Newark. The second student was withdrawn at his parent's request. They were replaced by two siblings from our waiting list. Our mobility rate for 2003-04 was one percent.

## **Staff Recruitment**

### **Recruitment Timeline and Activities**

Staff recruitment for the next school year generally begins in March and is accomplished in several ways. The Academy participates in the Charter School Resource Center's job fair, uses print and Internet advertisements and receives referrals from existing staff members and other professional contacts. Seton Hall, Rutgers and Kean Universities also refer students from their educational programs.

### **Application Review and Job Interview Process**

Resumes are reviewed and applicants for employment are interviewed by the principal and vice principal. All strong candidates are required to teach a demonstration lesson. Once potential staff members are selected, resumes are presented to the Board of Trustees for approval of their employment.

### **Recruitment Results**

Approximately 200 resumes were reviewed this year to fill openings for 2004-05 caused by the expansion of the Academy to grade eight. After these resumes were reviewed, twenty preliminary interviews were conducted to fill openings for new positions. Two new teachers and three teacher assistants were hired to join the existing staff.

## **Exit Interview Procedures and Data**

The charter school lead person was reappointed by the Board at its June meeting. The Board Secretary and the Treasurer of School Monies were also reappointed. Although the Academy has an exit interview process in place, there have been no major changes to the staff during this reporting period. One teacher resigned because she is moving out of state.

One teacher assistant who had just completed her degree and received certification as a special education teacher, resigned in May. Although Robert Treat Academy had been satisfied with her performance as a teacher assistant, we were unable to offer her a position as a special education teacher upon her graduation. Since she was able to find a position elsewhere, she tendered her resignation.

## **7. OVERVIEW OF CO-CURRICULAR ACTIVITIES FOR STUDENTS**

### **Programs and Students Participation**

In addition to providing remedial programs during the Academy's extended day from 3:30 p.m. to 5:30 p.m., many elective activities for students take place after school. Approximately 70% of students attend the extended day program everyday with many others attending one or more days per week for to participate in specific activities.

Sports and recreational activities include softball, soccer, basketball, and cheerleading. Chess, scrabble, chorus, arts and crafts, homework and tutoring clubs, drama, and literacy clubs are run for the students by the faculty and by additional staff hired for the extended school day. Additional technology training also takes place after the academic portion of the day has ended.

We began a student newspaper during 2003-04 staffed by fourth, fifth, sixth and seventh graders. These youngsters worked under the tutelage of a new teacher who had previously worked in the corporate world as a writer for a large corporation. The students were able to publish a professionally produced four-page newsletter which included interviews with members of the school community, poetry and creative writing and news of interest to the staff, students and parents.

Besides the programs provided on-site through the extended day, non-academic programs available to students include organized recreational activities provided through partnerships between the founding organization, the North Ward Center, and the Newark Boys and Girls Clubs, and Project Pride. Newark Do Something and Just One Soccer also offer opportunities for students to take part in extracurricular activities. Students participate in Biddy and Small Fry Basketball, T-Ball, Little League Baseball and soccer once they have reached the age of six. Do Something activities include the annual Kindness and Justice Challenge.

As our students have grown older, we have begun to add other activities appropriate to their ages. This past year, student dances were held for the sixth and seventh graders. The Student Council and the Community Service Program will offer other activities appropriate for older students. Our instrumental music program will offer training in violin, flute, clarinet, trumpet, and percussion instruments.

The Robert Treat Academy has built a culture based on a positive learning climate that encourages and expects participation from all involved, ethical conduct from all students and a total commitment to excellence from the faculty. Although our students come from diverse ethnic backgrounds and their parents have different income levels, all of the parents have a common goal - supporting and strengthening the Robert Treat Academy Charter School. Our students are united by a strong sense of self-respect and respect for each other. They know that they are in a special place where people care about them and about one another.

## **8. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN**

### **Self-Evaluation and Accountability Plan**

#### **Description and Summary of Changes**

First and foremost, the accountability of charter schools is assured by their very nature, and by the law that created them and the regulations under which they operate. The framework for this accountability consists of the procedures and system or group of systems outlined in Appendix I which record data including baseline data on student achievement, parent satisfaction and fiscal responsibility.

Data from State and standardized tests are reported to the Department of Education through this annual document and to the public at large through New Jersey's School Report Card. Comparisons to equivalent groups of students are made using data from the local district and from other districts with similar DFG ratings. State norms are also used for comparison of NJ ASK results.

The SAT-9 is used for analysis against national norms. Student cohort groups are studied longitudinally and reports are generated using data collected over the Academy's seven years of operation.

Curriculum development, implementation and monitoring are overseen by the Board of Trustees through data presented at the monthly school board meetings. Board approval is required on all decisions regarding changes or additions to the curriculum and the Board approves the curriculum (including textbook choices) annually.

Parent and community participation and satisfaction are reported on at meetings of the Trustee Board. Parents receive reports on all aspects of the Academy – academic and non-academic - at meetings held monthly. A thorough "State of the Academy" report is presented each January to the parents and to the Board of Trustees.

Incidents of violence or vandalism are reported annually at an advertised public meeting as required by State regulations. Professional development is tracked and reported in compliance with State requirements. Staff needs and satisfaction are surveyed annually using needs assessment procedures implemented both by the administration and our outside consultants. Parent satisfaction is also measured by surveys administered every other year. Another indicator of parental satisfaction is the Academy's mobility rate and the length of its waiting lists. Plans are underway to add surveys measuring student satisfaction now that our pupils are older. The Academy maintains a computerized database that includes demographic information on all students, parents and staff members.

## **SECTION 9.**

### **APPENDICES**

<b>Appendix A</b>	<b>Annual Financial Report</b>
<b>Appendix B</b>	<b>Board Resolution Approving 2003-2004 Annual Report</b>
<b>Appendix C</b>	<b>Board Resolution Naming the Lead Person</b>
<b>Appendix D</b>	<b>Teacher Supervision/Evaluation Protocol</b>
<b>Appendix E</b>	<b>Academic Goals and Objectives</b>
<b>Appendix F</b>	<b>Non-Academic Goals and Objectives</b>
<b>Appendix G</b>	<b>Student Progress Reports</b>
<b>Appendix H</b>	<b>Admissions Policy and School Application Forma</b>
<b>Appendix I</b>	<b>Self-Evaluation and Accountability Plan</b>
<b>Appendix J</b>	<b>Amendments to By-Laws of the Board of Trustees</b>
<b>Appendix K</b>	<b>School Calendar for 2004-2005</b>
<b>Appendix L</b>	<b>Board Resolution Naming Affirmative Action Officer, Section 504 Officer and Title IX Coordinator</b>
<b>Appendix M</b>	<b>Parent Satisfaction Survey</b>

## **Appendix A**

### **ANNUAL FINANCIAL REPORT**



**PRELIMINARY AUDIT SUMMARY FOR 2003-2004 (unaudited)**

**12 Month School Year**

The Robert Treat Academy Charter School, Inc.  
 443 Clifton Avenue  
 Newark, New Jersey 07104

Actual  
 Year End  
 June 30

Line		
1	Enrollments	
2	District of Residence	400
3	Non-Resident District	0
4	Total Enrollments	400
5		
6	Beginning Fund Balance	361,296
7		
8	<b>Revenues</b>	
9	<b>General Fund</b>	
10	Budgeted Fund Balance	-
11	"Local Levy" Local Share-Charter School Aid	663,322
12	"Local Levy" State Share-Charter School Aid	2,194,338
13	<b>Total "Local Levy Budget" (Lines 10,11,12)</b>	2,857,660
14	<b>Categorical Aid</b>	
15	Special Education	52,251
16	Bilingual Aid	11,563
17	Instructional Supplement Aid	-
18	Distance Learning Network Aid	43,471
19	Early Childhood Program Aid	323,695
20	Demonstrably Effective Program Aid	183,441
21	Other State Aid	181,026
22	<b>Total Categorical Aid (Lines 15 through 21)</b>	795,447
23	Total Revenues from Other Sources:	14,453
23.1	TPAF Pension (On-Behalf)	-
23.2	TPAF Social Security (Reimbursed)	114,306
24	<b>Total General Fund (Lines 10,13,22,23,23.1,23.2)</b>	3,781,866
25	<b>Restricted - Special Revenue Fund</b>	
26	State Projects:	
27	Source: Character Education	4,000
28	Other:	-
29	<b>Total State Projects (Lines 27,28):</b>	4,000
30	Federal Projects:	
31	Source: IDEA-B	52,539
32	Other: Title I/NCLB	440,111
33	<b>Total Federal Projects (Lines 31,32):</b>	492,650
34	Revenues from Other Sources	
35	Source:	-
36	Source:	
37	Other:	-
37.1	Other:	
38	<b>Total Other Sources (Lines 35,36,37):</b>	-
39	<b>Total Special Revenue Fund (Lines 29,33,38)</b>	496,650
40	<b>Total Revenues (Lines 24,39)</b>	4,278,516

**PRELIMINARY AUDIT SUMMARY FOR 2003-2004 (unaudited)**

**12 Month School Year**

The Robert Treat Academy Charter School, Inc.  
443 Clifton Avenue  
Newark, New Jersey 07104

Actual  
Year End  
June 30

Line	-----
41 <b>Expenditures-General Fund</b>	
42 Instruction	
43 Salaries of Teachers	1,069,236
44 Other Salaries for Instruction	378,408
45 Purchased Professional/Technical Services	4,420
46 Other Purchased Services	
47 General Supplies	118,417
48 Textbooks	113,738
49 Miscellaneous Expense	
50 <b>Total Instructional Expense</b>	1,684,219
51 <b>Administrative</b>	
52 Salaries - Administration	187,093
53 Salaries of Secretarial/Clerical Assistants	133,149
54 Total Benefit Costs	462,460
55 Purchased Professional/Tech.Serv.(Consultants)	126,000
56 Other Purchased Services	18,833
57 Communications/Telephone	11,373
58 Supplies and Materials	65,924
59 Judgments Against Charter Schools	
60 Interest on Current Loans	
61 Interest for Lease Purchase Agreements	
62 Mortgage Payments-Interest	
63 Miscellaneous Expense	
64 <b>Total Administrative Expense</b>	1,004,832
65 <b>Support Services</b>	
66 Salaries	108,802
67 Purchased Professional/Tech.Serv.(Consultants)	112,076
68 Other Purchased Services	2,410
69 Rental of Land and Buildings	615,000
70 Insurance for property, liability, fidelity	31,978
71 Supplies and Materials	74,584
72 Transportation - Other than to/from school	783
73 Non-mandated Transportation - To and from school	
74 Energy Costs (Heat and Electricity)	95,715
75 Miscellaneous Expense	27,728
76 <b>Total Support Services Expense</b>	1,069,076
77 <b>Capital Outlay</b>	
78 Instructional Equipment	121,299
79 Noninstructional Equipment	53,088
80 Purchase of Land/Improvements	-
81 Lease Purchase Agreements-Principal	
82 Mortgage Interest-Principal	-
83 Building Purchase other than Lease Purchase	-
84 Miscellaneous Expense	-
85 <b>Total Capital Outlay</b>	174,387
85.1 TPAF Pension(On-behalf)	-
85.2 TPAF Social Security(Reimbursed)	-
86 <b>Total General Fund(Lines 50,64,76,85,85.1,85.2)</b>	3,932,514

**PRELIMINARY AUDIT SUMMARY FOR 2003-2004 (unaudited)**

**12 Month School Year**

The Robert Treat Academy Charter School, Inc.  
 443 Clifton Avenue  
 Newark, New Jersey 07104

Actual  
 Year End  
 June 30

Line		-----
87	<b>Expenditures-Special Revenue Fund</b>	
88	<b>Restricted/Special Revenues Programs</b>	
89		
90	State Projects:	
91	Source: Character Education	4,000
92	Other:	-
93	<b>Total State Projects:</b>	4,000
94		
95	Federal Projects:	
96	Source: IDEA-B	52,539
97	Other: Title I/NCLB	440,111
98	<b>Total Federal Projects:</b>	492,650
99	Revenues from Other Sources	
100	Source:	-
101	Source:	-
102	Other:	-
102.1	Other:	
103	<b>Total Other Sources:</b>	-
104	<b>Total Special Revenue Fund (Lines 93,98,103)</b>	496,650
105		
106	<b>Total Expenditures (Lines 86,104)</b>	4,429,164
107		
108	<b>Ending Fund Balance (Lines 6+40-10-106)</b>	210,648

**ROBERT TREAT ACADEMY**  
**CHARTER SCHOOL, INC.**  
**443 Clifton Avenue**  
**Newark, New Jersey 07104**  
**Preliminary Balance Sheet**  
**as of End of Fiscal Year 2003 - 2004**

	General Fund	Enterprise Fund	Trust and Agency Fund
<b>Assets</b>			
Cash and Cash Equivalents	544,410	-	26,591
Investments	212,221	-	
Leasehold Improvements	-		
Accounts Receivable-Other	70,350	31,812	
	<u>826,981</u>	<u>31,812</u>	<u>26,591</u>
<b>Liabilities and Fund Balances</b>			
Accounts Payable	481,332	31,812	26,591
Deferred Revenue	135,000	-	
Fund Balances	210,649	-	
	<u>826,981</u>	<u>31,812</u>	<u>26,591</u>

## **Appendix B**

### **BOARD RESOLUTION APPROVING THE ANNUAL REPORT**

**ROBERT TREAT ACADEMY  
Charter School, Inc.**

**REGULAR MEETING OF THE  
BOARD OF TRUSTEES  
THURSDAY, JULY 29, 2004**

**RESOLUTION OF THE  
BOARD OF TRUSTEES**

Be it resolved that on this date, July 29, 2004, at the Regular Meeting of the Board of Trustees of the Robert Treat Academy Charter School, Inc., the officers and members of the Board of Trustees do hereby, formally approve the Annual Report for 2003-2004 and its submission to the New Jersey Department of Education as presented in Attachment B.

**RECORD OF VOTE**

Moved by: A. Davis

Seconded by: T. Strand

	<b><u>Aye</u></b>	<b><u>Nay</u></b>	<b><u>Abstain</u></b>	<b><u>Absent</u></b>
1. Alagia, Phil	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
2. Caraballo, Wilfredo	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
3. Ciallella, Ralph	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
4. Davis, Adrienne	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
5. Garruto, Emil	<u>      </u>	<u>      </u>	<u>      </u>	<u>  X  </u>
6. Malanga, Diane	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
7. Ruiz, Maria Teresa	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
8. Strand, Tahira	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
9. Williams, Sandra	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>

Vote Recorded By

\_\_\_\_\_  
Sharon Brennan

  July 29, 2004    
Dated

## **Appendix C**

### **BOARD RESOLUTION NAMING THE LEAD PERSON OF THE CHARTER SCHOOL**

**ROBERT TREAT ACADEMY  
Charter School, Inc.**

**ANNUAL REORGANIZATION MEETING OF THE  
BOARD OF TRUSTEES  
WEDNESDAY, JUNE 23, 2004**

**RESOLUTION OF THE  
BOARD OF TRUSTEES**

Be it resolved that on this date, June 23, 2004, at the Annual Reorganization Meeting of the Board of Trustees of the Robert Treat Academy Charter School, Inc., the officers and members of the Board of Trustees do hereby, formally appoint Michael A. Pallante to serve as Lead Person of the Academy in the position of Principal and Chief School Administrator/Superintendent for the 2004-2005 Academic Year.

**RECORD OF VOTE**

Moved by:   Adrienne Davis

Seconded by: Diane Malanga

	<b><u>Aye</u></b>	<b><u>Nay</u></b>	<b><u>Abstain</u></b>	<b><u>Absent</u></b>
1. Alagia, Phil	<u>  x  </u>	<u>      </u>	<u>      </u>	<u>      </u>
2. Caraballo, Wilfredo	<u>      </u>	<u>      </u>	<u>      </u>	<u>  x  </u>
3. Ciallella, Ralph	<u>  x  </u>	<u>      </u>	<u>      </u>	<u>      </u>
4. Davis, Adrienne	<u>  x  </u>	<u>      </u>	<u>      </u>	<u>      </u>
5. Garruto, Emil	<u>      </u>	<u>      </u>	<u>      </u>	<u>  x  </u>
6. Malanga, Diane	<u>  x  </u>	<u>      </u>	<u>      </u>	<u>      </u>
7. Ruiz, Maria Teresa	<u>      </u>	<u>      </u>	<u>      </u>	<u>  x  </u>
8. Strand, Tahira	<u>  x  </u>	<u>      </u>	<u>      </u>	<u>      </u>
9. Williams, Sandra	<u>  x  </u>	<u>      </u>	<u>      </u>	<u>      </u>

Vote Recorded By

\_\_\_\_\_  
Sharon Brennan

\_\_\_\_June 23, 2004\_\_\_\_\_  
Dated



## **Appendix D**

### **TEACHER SUPERVISION/EVALUATION PROTOCOL**

**ROBERT TREAT ACADEMY**  
**CHARTER SCHOOL, INC.**

**EVALUATION**

Effective evaluation of staff is essential to the achievement of the goals and objectives of the Robert Treat Academy. The purpose of evaluation is to promote professional excellence; improve the skills of staff members; improve and enhance student learning and provide a basis to review staff performance.

Evaluation criteria shall include but need not be limited to indicators of student progress, instructional skills, content knowledge, professional conduct, participation in professional growth activities, total school participation and human relations skills.

All procedures for the evaluation of staff members shall be in compliance with regulations and the Robert Treat Academy Charter.

All staff members will be formally observed a minimum of three times during the school year.

The sequence of evaluation activities will be as follows:

- A. Development of the Individual Improvement Plan (PIP)
- B. Pre-Evaluation Conference
- C. Observation-Min. (3)
- D. Collection of Data
  - Review of relevant records
  - Anecdotal records
  - Indicators of pupil progress
- E. Annual evaluation

**ROBERT TREAT ACADEMY**  
CHARTER SCHOOL, INC.

**TEACHER OBSERVATION REPORT**  
**OBSERVATION # 1**

Teacher\_\_\_\_\_Grade \_\_\_\_\_Date\_\_\_\_\_

Observer\_\_\_\_\_Time\_\_\_\_\_To\_\_\_\_\_

Classroom Environment/Management

Lesson Plans

Lesson Objective

Lesson Description

Recommendations/Comments

Rating:

Satisfactory\_\_\_ Needs Improvement\_\_\_\_Unsatisfactory\_\_\_

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

**ROBERT TREAT ACADEMY  
CHARTER SCHOOL**

**TEACHER OBSERVATION REPORT**

DATE \_\_\_\_\_ LESSON/ACTIVITY \_\_\_\_\_  
TEACHER \_\_\_\_\_ GRADE \_\_\_\_\_  
SUBJECT AREA \_\_\_\_\_ TIME PERIOD \_\_\_\_\_ TO \_\_\_\_\_  
DEPT. \_\_\_\_\_ ANNOUNCED \_\_\_\_\_  
OBSERVER \_\_\_\_\_ UNANNOUNCED \_\_\_\_\_

**I. EVALUATOR'S NARRATIVE**

A. Areas of strength:


B. Areas needing attention or improvement:


C. Additional Comments:


**O=OUTSTANDING S=SATISFACTORY N=NEEDS IMPROVEMENT U=UNSATISFACTORY**

<b>II. LESSON IMPLEMENTATION</b>				
	<b>O</b>	<b>S</b>	<b>NI</b>	<b>U</b>
A. Demonstrates Knowledge of Content.				
B. Lesson plans are completed and available for review.				
C. Plans for student diversity, abilities and experiences.				
D. Uses effective instructional techniques.				
E. Motivates and maintains student interest.				
F. Activities are congruent to objectives.				
G. Gives clear and complete directions, explanations and assignments.				
H. Uses a variety of questions, including those of higher order thinking skills				
I. Instructs students in individual, small group and whole class settings.				
J. Stimulates critical thinking, problem solving and decision making.				
K. Concludes lesson via summary, review or similar practices.				
L. Optimizes instructional time effectively.				
<b>III. TEACHER CHARACTERISTICS</b>				
	<b>O</b>	<b>S</b>	<b>NI</b>	<b>U</b>
A. Interacts professionally with faculty, staff , parents and students.				
B. Develops rapport with and respects students.				
C. Cooperates with members of the school community.				
D. Displays enthusiasm and interest.				

**O=OUTSTANDING S=SATISFACTORY N=NEEDS IMPROVEMENT U=UNSATISFACTORY**

<b>IV. CLASSROOM ENVIRONMENT/MANAGEMENT</b>				
	<b>O</b>	<b>S</b>	<b>NI</b>	<b>U</b>
A. Exhibits a neat, attractive classroom with rules and procedures posted.				
B. Implements Robert Treat Academy policy and Discipline Plan.				
C. Manages classroom environment and movement within it.				
D. Uses equipment, media and materials effectively.				
E. Displays student work.				

<b>V. EVALUATEE'S COMMENTS</b>
<b>VI. OVERALL RATING</b>
<div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> OUTSTANDING</div> <div><input type="checkbox"/> SATISFACTORY</div> <div><input type="checkbox"/> UNSATISFACTORY</div> <div><input type="checkbox"/> NEEDS IMPROVEMENT</div> </div>

<b>VII. POST OBSERVATION CONFERENCE</b> DATE: _____
--

\_\_\_\_\_  
PRINCIPAL

\_\_\_\_\_  
DATE

\_\_\_\_\_  
OBSERVER/TITLE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
TEACHER

\_\_\_\_\_  
DATE

**ROBERT TREAT ACADEMY  
CHARTER SCHOOL**

**TEACHER'S ANNUAL EVALUATION REPORT**

DATE \_\_\_\_\_

GRADE \_\_\_\_\_

TEACHER \_\_\_\_\_

PRINCIPAL \_\_\_\_\_

SUBJECT AREA \_\_\_\_\_

TENURED \_\_\_\_\_

DEPT. \_\_\_\_\_

NOT TENURED \_\_\_\_\_

**I. SUMMARY EVALUATION**

A. Areas of strength:


B. Areas needing attention or improvement:


C. Review of indicators of pupil progress/growth in relation to the effectiveness of the program and the teacher:


## II. PERFORMANCE REPORT

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## III. RATING

OUTSTANDING\_\_\_\_\_ SATISFACTORY\_\_\_\_\_ UNSATISFACTORY\_\_\_\_\_

## IV. RECOMMENDATIONS

Grant Tenure

Continue Employment

Other Recommendation

## V. EVALUATEE'S COMMENTS

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\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness



**ROBERT TREAT ACADEMY  
CHARTER SCHOOL, INC.**

---

**INFORMAL VISITATION REPORT**

TEACHER \_\_\_\_\_ DATE \_\_\_\_\_ TIME \_\_\_\_\_

OBSERVER \_\_\_\_\_ GRADE LEVEL \_\_\_\_\_

**LESSON DESIGN**

**OBSERVED**

**NOT OBSERVED**

OBJECTIVE (WRITTEN ON BOARD)  
MOTIVATION  
CONGRUENCE  
DEMONSTRATION  
GUIDED PRACTICE  
MONITORING UNDERSTANDING  
INDEPENDENT PRACTICE  
SUMMARY

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**CLIMATE / MANAGEMENT**

CURRENT PLANS  
TIME ON TASK  
TRANSITION ROUTINES  
ACTIVE STUDENT PARTICIPATION  
STAND – UP – TEACHING  
INTEREST CENTERS  
COOPERATIVE LEARNING  
BULLETING BOARDS  
POSITIVE INTERACTION  
(DISCIPLINE)

\_\_\_\_\_  
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**RECORDS**

CUMMULATIVE CARDS  
REPORT CARDS  
REGISTER  
HEALTH CARDS  
EMERGENCY RECORDS  
WORK FOLDERS  
WRITING FOLDERS  
ACADEMIC BINDER

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**POSTED MATERIAL**

FIRE DRILL  
SCHEDULES  
SCHOOL MISSION  
CODE OF BEHAVIOR  
SEATING CHART  
POLICY MANUAL


## COMMENTS

[illegible]

**ROBERT TREAT ACADEMY**  
CHARTER SCHOOL, INC.  
443 CLIFTON AVENUE  
NEWARK, NEW JERSEY 07104

**MICHAEL A. PALLANTE**  
PRINCIPAL

973-482-8811 (Tel)  
973-482-7681 (Fax)

**NON-INSTRUCTIONAL**  
**EMPLOYEE PERFORMANCE EVALUATION**

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**TITLE:** \_\_\_\_\_

**EVALUATOR:** \_\_\_\_\_

RATING			
	Satisfactory	Needs Improvement	Unsatisfactory
1. Effective Use of time			
2. Ability to Meet Deadlines			
3. Initiative			
4. Attitude			
5. Dependability			
6. Ability to Follow Directions			
7. Interaction with Co-Workers			
8. Attendance			
9. Punctuality			
10. Overall Rating			

Evaluator's Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Employee's Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ROBERT TREAT ACADEMY**  
CHARTER SCHOOL, INC.  
443 CLIFTON AVENUE  
NEWARK, NEW JERSEY 07104

**MICHAEL A. PALLANTE**  
**PRINCIPAL**

**973-482-8811 (Tel)**  
**973-482-7681 (Fax)**

**MEMORANDUM TO:** Teaching Staff

**FROM:** Michael A. Pallante,  
Principal

**DATE:** June 2004

**SUBJECT:** Professional Improvement Plan

Please be advised that your input is welcomed and also encouraged in developing your professional improvement plan (PIP) for 2004-05 as a collaborated effort.

A copy of the individual professional improvement plan is attached. Please note your comments and suggestions for developing your plan on the attached sheet. The completed plan will reflect the input of both the teacher and the administrator.

If assistance is required, please feel free to consult with me.

**Please return this form by June 15<sup>th</sup>.**

Your cooperation is greatly appreciated.

## PROFESSIONAL IMPROVEMENT PLAN (PIP)

Professional development includes district and individual professional development experiences, and other opportunities offered by a New Jersey registered provider. Goals and activities may be modified throughout the calendar year to meet emerging needs of the staff member.

**Name:** \_\_\_\_\_ **District** \_\_\_\_\_

**School:** Robert Treat Academy CS **Timelines:** \_\_\_\_\_

1. My professional development goals include:

2. Indicate how the above goals relate to the New Jersey Standards for Professional Development:

## PROFESSIONAL IMPROVEMENT PLAN (PIP)

Page 2

3. Suggested activities to accomplish my goals are: (Participation in professional development activities that are a part of the approved district professional development plan and are relevant to the teacher's goals are considered to be included in the PIP and must be documented on the Record of Professional Development Hours.)

4. This PIP was mutually developed and agreed upon by:

Staff Person's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## RECORD OF PROFESSIONAL DEVELOPMENT HOURS

Name:

District: RTA-CS

**Annual Review: (Attach relevant documentation where applicable)**

ACTIVITIES	DATES	#HOURS	DOCUMENTATION

Total number of hours completed:\_\_\_\_\_ From\_\_\_\_\_ To\_\_\_\_\_

Staff Person's Signature\_\_\_\_\_ Date:\_\_\_\_\_

Supervisor's Signature\_\_\_\_\_ Date:\_\_\_\_\_

(Supervisor's signature acknowledges receipt of annual review.)

- A copy of this form shall be kept in the staff member's personnel file
- Participation in district professional development activities which are a part of the approved district professional development plan must be recorded on this form.

**ROBERT TREAT ACADEMY**  
**CHARTER SCHOOL, INC.**

<b><u>PROFESSIONAL IMPROVEMENT PLAN</u></b>		
<b><u>EVALUATION YEAR 2003-2004</u></b>		
<b>Name</b>	<b>Position</b>	<b>Date</b>
<b>Area of Professional Growth</b>	<b>Strategies/Activities</b>	<b>Time Line</b>
<b>SUPERVISOR</b>	<b>STAFF MEMBER</b>	<b>WITNESS</b>
		<b>DATE</b>



## **Appendix E**

### **ACADEMIC GOALS AND OBJECTIVES**

## Academic Goals and Objectives

In addition, to the main goals set forth in our mission statement, the following academic objectives were stated in our charter application and reiterated in our renewal application.

The Academy's Assessment and Reporting System tracks reporting of both academic and non-academic goals and objectives for the entire school community including students, staff and parents.

1. The typical, eligible student will demonstrate each academic year, a competence in reading and language arts one year or more in advance of the expected grade level as indicated by the results of a nationally standardized assessment instrument, administered in the spring of each year.
2. The typical, eligible student will demonstrate each academic year, a competence in mathematics one year or more in advance of the expected grade level as indicated by the results of a nationally standardized assessment instrument, administered in the spring of each year.
3. The typical, eligible student will demonstrate each academic year, a competence in science one year or more in advance of the expected grade level as indicated by the results of a nationally standardized assessment instrument, administered in the spring of each year.
4. The typical, eligible student will demonstrate each academic year, a competence in social science one year or more in advance of the expected grade level as indicated by the results of a nationally standardized assessment instrument, administered in the spring of each year.
5. The typical, eligible student will demonstrate each academic year, a competence in technology one year or more in advance of the expected grade level as indicated by the results of a nationally standardized assessment instrument, administered in the spring of each year.
6. No non-classified student and no academically classified student in continuous enrollment and with a 90% or greater daily attendance will be below grade level at the beginning of an academic year from year two forward as measured by the results of a nationally standardized assessment instrument administered at the end of the summer session.
7. All eligible students will meet or exceed the standard on the State examinations administered at the designated grade levels, presently grades four, eight, and eleven, initially, or following the State prescribed retakes.

## **Appendix F**

### **NON-ACADEMIC GOALS AND OBJECTIVES**

## **Non-Academic Goals and Objectives**

The following non-academic objectives were stated in the Academy's original charter application and reiterated in its renewal application.

1. The typical eligible student at each grade level will demonstrate characteristics of cooperation and social competence appropriate to their age as indicated on recognized social aptitude instruments or scales.
2. All eligible students will participate in extracurricular activities appropriate to their age.
3. All eligible parents/guardians will participate in the prescribed activities of the volunteer program.
4. All staff members will demonstrate, instructional competency, cooperation, social skills, and those additional characteristics incorporated in the observation and evaluation instrument adopted by the Board of Trustees and administered by authorized personnel.

## **Appendix G**

### **STUDENT PROGRESS REPORTS**

PARENT'S COMMENTS:

ATTENDANCE					
	1	2	3	4	TOTAL
DAYS PRESENT					
DAYS ABSENT					
DAYS TARDY					

MARKING PERIOD # 1

COMMENTS:

Parent's /Guardian's SignatureTeacher's Signature

MARKING PERIOD # 2

COMMENTS:

Parent's /Guardian's SignatureTeacher's Signature

MARKING PERIOD # 3

COMMENTS:

Parent's /Guardian's SignatureTeacher's Signature

MARKING PERIOD # 4

COMMENTS:

Parent's /Guardian's SignatureTeacher's Signature

MARKING PERIOD # FINAL

COMMENTS:

Parent's /Guardian's SignatureTeacher's Signature

Assignment for Next Year:

Grade \_\_\_\_\_ Teacher(s)\_\_\_\_\_

Principal's Signature \_\_\_\_\_  
Michael A. Pallante

ROBERT TREAT ACADEMY

CHARTER SCHOOL, INC.



PROGRESS REPORT

KINDERGARTEN

STUDENT: \_\_\_\_\_

GRADE: \_\_\_\_\_ CLASS: \_\_\_\_\_

TEACHER(S): \_\_\_\_\_

Robert Treat Academy

Charter School

443 Clifton Avenue

Newark, New Jersey 07104

973-482-8811 (Tel)

973-482-7681 (Fax)

MICHAEL A. PALLANTE

PRINCIPAL

1	2	3	4	FINAL	
					<b>1. SOCIAL SKILLS</b>
					Participates willingly in a variety of class activities
					Adjusts easily to new situations
					Works, plays and shares well with others
					Gives and accepts criticism and suggestions gracefully
					Accepts responsibility
					Keeps hands to self
					Follows school and classroom rules
					Shows self-confidence
					Demonstrates self-control
					Respects authority
					Waits for turn
					Tries to be courteous
					<b>2. PHYSICAL SKILLS</b>
					Participates in Physical Education activities
					Performs simple movements (e.g. hops, runs, jumps)
					Performs simple eye-hand tasks (e.g. cuts, pastes, draws)
					Performs simple personal tasks (e.g. buttons and zips)
					<b>3. NUMBER READINESS</b>
					Recognizes numerals
					Understands math vocabulary/concepts
					Forms numerals correctly
					Recognizes time to the hour
					Understands ordinal counting
					Understands beginning addition concepts
					Understands beginning subtraction concepts
					Recognizes money (penny, nickel, dime, quarter) and value

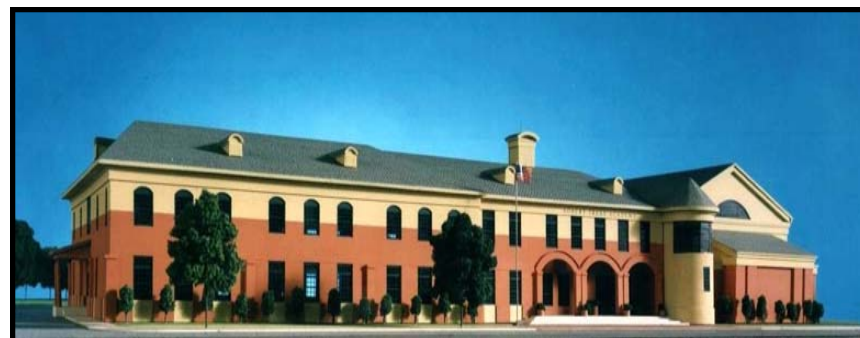
1	2	3	4	FINAL	
					<b>4. LANGUAGE DEVELOPMENT</b>
					Speaks clearly
					Expresses thoughts and ideas clearly
					Participates in classroom discussion
					Recalls with accuracy
					<b>5. CREATIVE ACTIVITIES</b>
					Enjoys art experiences
					Takes part in music and rhythm activities
					Shows growth in creative ideas
					<b>6. WORK STUDY SKILLS</b>
					Follows directions in a group and independently
					Is self-directed and self-motivated
					Remembers to take materials home
					Listens without interrupting
					Works well independently
					Works neatly
					Cleans up after work period
					Completes work in a reasonable amount of time
					Returns homework on time
					<b>7. HEALTH AND SAFETY</b>
					Follows rules and procedures for safe living
					Demonstrates knowledge of health concepts

1	2	3	4	FINAL	
					<b>8. READING READINESS</b>
					Recognizes and prints full name
					Recognizes alphabet-capital and small letters in random order
					Recognizes rhyming words/word families
					Knows consonant sounds (beginning, middle, ending)
					Identifies vowel sounds (long and short)
					Arranges pictures in proper sequence
					Predicts and draws conclusions using picture prompts
					Knows left to right progression
					Forms letters correctly
					Recognizes sight words
					Reads sight words

KEY	
1	EXCELLENT
2	SATISFACTORY
3	NEEDS IMPROVEMENT
4	NOT YET TAUGHT

<b>MARKING PERIOD # 1</b>	<b>COMMENTS:</b>
Parent's /Guardian's Signature _____	Teacher's Signature _____
<b>MARKING PERIOD # 2</b>	<b>COMMENTS:</b>
Parent's /Guardian's Signature _____	Teacher's Signature _____
<b>MARKING PERIOD # 3</b>	<b>COMMENTS:</b>
Parent's /Guardian's Signature _____	Teacher's Signature _____
<b>MARKING PERIOD # 4</b>	<b>COMMENTS:</b>
Parent's /Guardian's Signature _____	Teacher's Signature _____
<b>MARKING PERIOD # 5</b>	<b>COMMENTS:</b>
Parent's /Guardian's Signature _____	Teacher's Signature _____
Assignment for Next Year:  Grade _____ Teacher(s) _____  Principal's Signature _____ <div style="text-align: right;">Michael A. Pallante</div>	

# ROBERT TREAT ACADEMY CHARTER SCHOOL, INC.



## PROGRESS REPORT GRADES 1—2

STUDENT: \_\_\_\_\_

GRADE: \_\_\_\_\_ CLASS: \_\_\_\_\_

TEACHER(S): \_\_\_\_\_

ACADEMIC YEAR: \_\_\_\_\_

### Robert Treat Academy Charter School

443 Clifton Avenue  
Newark, New Jersey 07104  
973-482-8811 (Tel)  
973-482-7681 (Fax)

**MICHAEL A. PALLANTE**  
PRINCIPAL



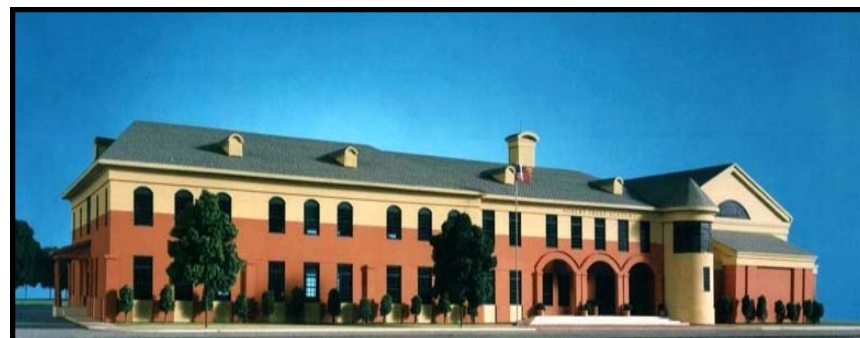
EVALUATION KEY						
A = 93 - 100 B = 84 - 92 C = 75 - 83			D = 68 - 74 U = BELOW 67 ✓ = NEEDS IMPROVEMENT			
	1	2	3	4	5	FINAL
READING						
PHONICS						
WORD RECOGNITION						
COMPREHENSION						
ORAL READING						
COMPUTER LAB						
LANGUAGE ARTS						
GRAMMAR						
ORAL EXPRESSION						
COMPOSITION / CREATIVE WRITING						
SPELLING						
LEVEL WORDS						
SKILL USES IN OTHER AREAS						
PENMANSHIP						
NEATNESS						
LETTER FORMATION						
MATHEMATICS						
CONCEPTS						
COMPUTATION						
PROBLEM SOLVING						
COMPUTER LAB						
ART						
MUSIC						
PHYSICAL EDUCATION						
ASSESSMENT OF THE FOLLOWING SUBJECTS IS BASED ON STUDENT PARTICIPATION AND COOPERATION .						
EVALUATION KEY						
1 = SATISFACTORY			2 = IMPROVING		3 = NEEDS IMPROVEMENT	
SCIENCE - CONCEPTS / PROJECTS						
SOCIAL STUDIES - CONCEPTS / PROJECTS						
SPANISH						
HEALTH / SAFETY / FAMILY LIFE						

EVALUATION KEY						
1 = SATISFACTORY		2 = IMPROVING		3 = NEEDS IMPROVEMENT		
	1	2	3	4	5	FINAL
ACADEMIC DEVELOPMENT						
FOLLOWS DIRECTIONS						
LISTENS ATTENTIVELY						
IS NEAT AND ORDERLY						
WORKS INDEPENDENTLY						
PARTICIPATES ACTIVELY						
COMPLETES CLASSWORK						
COMPLETES HOMEWORK						
BEHAVIORAL DEVELOPMENT						
RESPECTS SCHOOL RULES						
RESPECTS CLASS RULES						
ACCEPTS RESPONSIBILITIES						
PRACTICES SELF-CONTROL						
IS CONSIDERATE OF OTHERS						
INTERACTS WELL WITH OTHERS						
DISPLAYS COOPERATION						
DISPLAYS A POSITIVE ATTITUDE						

ATTENDANCE	1	2	3	4	5	TOTAL
DAYS PRESENT						
DAYS ABSENT						
DAYS TARDY						

<b>MARKING PERIOD # 1</b>	<b>COMMENTS:</b>
Parent's /Guardian's Signature _____	Teacher's Signature _____
<b>MARKING PERIOD # 2</b>	<b>COMMENTS:</b>
Parent's /Guardian's Signature _____	Teacher's Signature _____
<b>MARKING PERIOD # 3</b>	<b>COMMENTS:</b>
Parent's /Guardian's Signature _____	Teacher's Signature _____
<b>MARKING PERIOD # 4</b>	<b>COMMENTS:</b>
Parent's /Guardian's Signature _____	Teacher's Signature _____
<b>MARKING PERIOD # 5</b>	<b>COMMENTS:</b>
Parent's /Guardian's Signature _____	Teacher's Signature _____
Assignment for Next Year:	
Grade _____ Teacher(s) _____	
Principal's Signature _____ Michael A. Pallante	

# ROBERT TREAT ACADEMY CHARTER SCHOOL, INC.



## PROGRESS REPORT GRADES 3 – 8

STUDENT: \_\_\_\_\_

GRADE: \_\_\_\_\_ CLASS: \_\_\_\_\_

TEACHER(S): \_\_\_\_\_

ACADEMIC YEAR: \_\_\_\_\_

### Robert Treat Academy Charter School

443 Clifton Avenue  
Newark, New Jersey 07104  
973-482-8811 (Tel)  
973-482-7681 (Fax)

MICHAEL A. PALLANTE  
PRINCIPAL

EVALUATION KEY						
A = 93 - 100		D = 68 - 74				
B = 84 - 92		U = BELOW 67				
C = 75 - 83		✓ = NEEDS IMPROVEMENT				
	1	2	3	4	5	FINAL
READING						
PHONICS						
WORD RECOGNITION						
COMPREHENSION						
ORAL READING						
COMPUTER LAB						
LANGUAGE ARTS						
GRAMMAR						
ORAL EXPRESSION						
COMPOSITION / CREATIVE WRITING						
SPELLING						
LEVEL WORDS						
SKILL USES IN OTHER AREAS						
PENMANSHIP						
NEATNESS						
LETTER FORMATION						
MATHEMATICS						
CONCEPTS						
COMPUTATION						
PROBLEM SOLVING						
COMPUTER LAB						
SCIENCE						
CONCEPTS						
PROJECTS						
SOCIAL STUDIES						
CONCEPTS						
PROJECTS						
SPANISH						
HEALTH / SAFETY / FAMILY LIFE						
PHYSICAL EDUCATION						
ART						
MUSIC						

EVALUATION KEY						
1 = SATISFACTORY		2 = IMPROVING		3 = NEEDS IMPROVEMENT		
	1	2	3	4	5	FINAL
ACADEMIC DEVELOPMENT						
FOLLOWS DIRECTIONS						
LISTENS ATTENTIVELY						
IS NEAT AND ORDERLY						
WORKS INDEPENDENTLY						
PARTICIPATES ACTIVELY						
COMPLETES CLASSWORK						
COMPLETES HOMEWORK						
BEHAVIORAL DEVELOPMENT						
RESPECTS SCHOOL RULES						
RESPECTS CLASS RULES						
ACCEPTS RESPONSIBILITIES						
PRACTICES SELF-CONTROL						
IS CONSIDERATE OF OTHERS						
INTERACTS WELL WITH OTHERS						
DISPLAYS COOPERATION						
DISPLAYS A POSITIVE ATTITUDE						

ATTENDANCE	1	2	3	4	5	TOTAL
DAYS PRESENT						
DAYS ABSENT						
DAYS TARDY						

## **Appendix H**

### **ADMISSIONS POLICY AND SCHOOL APPLICATION**

# **Robert Treat Academy**

**Charter School, Inc.  
443 Clifton Avenue  
Newark, New Jersey 07104  
973-482-8811 (Tel)  
973-482-7681 (Fax)**

## **STUDENT ENROLLMENT PLAN FOR 2004 – 2005 SCHOOL YEAR**

Robert Treat Academy Charter School, Inc. will hold a one-month application period for students interested in enrolling in kindergarten for the 2004-2005 school year. This application period will be December 1, through December 31, 2002.

Please note that under the law, siblings of existing students who are age-eligible for kindergarten are given first preference for enrollment in the Academy. The number of kindergarten openings for the year 2004-2005 will be determined by subtracting the number of eligible siblings from the fifty available kindergarten slots.

**To be eligible to apply for enrollment in the Academy's kindergarten, students must:**

**1. Be Newark residents,**

**And,**

**2. Be five years old prior to October 1, 2004.**

The Academy will hold a series of four (4) community orientation meetings during the month of November 2003 to introduce the charter school to the residents of Newark. The mission of the Academy will be explained, as will the policies and procedures which govern the school.

Interested parents must attend one of these four meetings. They are scheduled for;

**Tuesday, November 18, 2003 at 9 a.m. and 7 p.m.**

**Thursday, November 20, 2003 at 9 a.m. and 7 p.m.**

These group meetings will take place at the Robert Treat Academy, 443 Clifton Avenue, Newark, NJ.

During the first two weeks of November, the Board of Trustees of the Academy will place advertisements in the Star Ledger and in the El Nuevo Coqui to advise the community of these meetings. In addition, an ad will be submitted to Cablevision to run on the local access channel. Parents must register to attend one of these community meetings by calling the Academy at 973-482-8811.

**STUDENT ENROLLMENT PLAN  
FOR 2004 – 2005 SCHOOL YEAR**

**October 30, 2003  
Page 2 of 2**

A second group meeting will be held with families who have decided they are interested in having their child/children attend the Academy. The purpose of this second meeting is to collect the documentation necessary to prove age and residency eligibility. The child's original birth certificate and three original proofs of residency (deed, mortgage, lease – utility bills – motor vehicle or banking records) must be presented. (Copies of these documents will be made at the meeting and the originals will be returned immediately.) **These meetings are scheduled for Monday, December 1, 2003 and Wednesday, December 3, 2003 at 7 p.m.**

After the applicant family has attended the two preliminary meetings if they decide that they are interested in having their child attend the Academy, their child is eligible for the lottery. On December 31, 2003, registration for the lottery ends. Only children who have applied by that date will be eligible to attend the Academy.

In the event that the number of qualified applicants exceeds the number of available slots, a lottery will be held to determine which of the eligible students will be accepted. (Note that a lottery has been necessary in each of the Academy's previous six years of operation.)

**If required, this lottery will be held on Thursday, January 8, 2004.**

Only those applicants who provided qualifying documentation during December will be eligible for the lottery. Students' names will not be utilized in the drawing. Instead, a number will be assigned to each student so that the drawing is a blind lottery.

Students whose numbers drawn are greater than 50 (the number of available slots) will constitute the waiting list for 2004-2005.

Openings that occur after the January 8th lottery, will be filled from this Waiting List. Students will be called, in order, based upon the numbers drawn in the lottery.

For example, if a student selected for admission were to move from Newark or become unable to attend the Academy for any reason, an opening would become available and the waiting list student holding the next number would be called.

If you have any questions about the process, contact Sharon Brennan, Parent Coordinator, by telephone at 973-482-8811 or by e-mail at [Sbrennan@Mail.RobertTreatAcademy.org](mailto:Sbrennan@Mail.RobertTreatAcademy.org).

# Robert Treat Academy

Charter School, Inc.

443 Clifton Avenue

Newark, New Jersey 07104

Michael A. Pallante  
Principal

973-482-8811 (Tel)  
973-482-7681 (Fax)

## 2004-2005 ENROLLMENT PLAN CALENDAR

November 2003	Advertisements placed in the El Nuevo Coqui, the Star Ledger and on Cablevision's local access channel to announce the November 2003 series of Community Orientation Meetings.
Tuesday/Thursday, November 18/20, 2003 9 a.m. & 7 p.m	Community Orientation Meetings held to describe Robert Treat Academy Enrollment Process (First Meeting – Group Meeting)
Monday/Wednesday, December 1/3, 2003 7 p.m.	Meetings held with families to collect eligibility documents (see attached) and answer questions (Second Meeting – Group Meeting)
Wednesday, December 31, 2003	Enrollment Period Ends
Thursday, January 8, 2004	Roster Announced or <b>Lottery Held</b> and Waiting List Formed
Saturday, April 24, 2004	Uniform Fitting Day at the Academy for Kindergarten Students
Monday-Friday June 1 – 4, 2004	Registration in the Newark Public Schools
August 2 – 6, 2004	Health and Brigrance Screenings for Kindergarten Students at the Academy
Monday, August 9, 2004	<b>Kindergarten Students Begin Classes</b>

**Robert Treat Academy  
Charter School, Inc.  
443 Clifton Avenue  
Newark, New Jersey 07104  
973-482-8811 (Tel)  
973-482-7681 (Fax)**

**CABLEVISION ADVERTISEMENT**

**PUBLIC NOTICE**

The Trustees of **Robert Treat Academy Charter School** will host four meetings for Newark residents interested in enrolling children for **Kindergarten** for the **2004-2005** school year.

**DATES:** Tuesday, **11/18/03** & Thursday **11/20/03**

**TIMES:** Either **9 A.M.** OR **7 P.M.**

**PLACE:** Robert Treat Academy Charter School  
443 Clifton Avenue, Newark, NJ  
973-482-8811 \* You Must Call To Register



# **Robert Treat Academy**

Charter School, Inc.

**443 Clifton Avenue**

**Newark, New Jersey 07104**

**973-482-8811 (Tel)**

**973-482-7681 (Fax)**

## **PRINT ADVERTISEMENT**

### **PUBLIC NOTICE**

**The Board of Trustees of the Robert Treat Academy Charter School, Inc., will host a series of four (4) meetings for Newark families interested in applying for enrollment for their kindergarten aged children for the 2004 – 2005 school year. Children must be five years old by October 1, 2004.**

Details about the four meetings follow:

<b>DATES:</b>	Tuesday, November 18, 2003 at 9 a.m.
<b>&amp;</b>	Tuesday, November 18, 2003 at 7 p.m.
<b>TIMES:</b>	Thursday, November 20, 2003 at 9 a.m.
	Thursday, November 20, 2003 at 7 p.m.
<b>PLACE:</b>	Robert Treat Academy Charter School, Inc. 443 Clifton Avenue Newark, New Jersey 07104
<b>REGISTER:</b>	Registration for the Meeting is Necessary Please Call 973-482-8811 to Register

**AT THESE MEETINGS, INFORMATION WILL BE DISSEMINATED  
ABOUT THE ROBERT TREAT ACADEMY CHARTER SCHOOL, INC.,  
ITS MISSION, EDUCATIONAL OBJECTIVES AND ORGANIZATIONAL GOALS.**

**IN ADDITION, INTERESTED FAMILIES WILL HAVE AN OPPORTUNITY TO MEET  
WITH AND ASK QUESTIONS OF THE ADMINISTRATORS OF THE ACADEMY.**

Robert Treat Academy  
Charter School, Inc.

**SIBLING REGISTRATION FORM**

**KINDERGARTEN ENROLLMENT - 2004-2005**

The Kindergarten Enrollment Process is beginning for the 2004 –2005 school year. In order to make certain that we are aware of every eligible sibling, this year, we are requiring each family to complete and return this form.

If you have any questions, please call me.

Thank you very much for your cooperation.

*Sharon Brennan*

Sharon L. Brennan  
Parent Coordinator

**SIBLING REGISTRATION - INFORMATION FORM**

\_\_\_\_\_ My child has no eligible siblings.

\_\_\_\_\_ I have a child or children who will be five years old before October 1, 2004 and I want to enroll that child in kindergarten for the 2004-2005 school year as an eligible sibling.

**Note:** This child must have a brother or sister currently attending Robert Treat Academy Charter School.

Name of Existing Academy Student: \_\_\_\_\_

**SIBLING'S NAME(S)**

**DATE(S) OF BIRTH**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent's Name \_\_\_\_\_

Telephone # \_\_\_\_\_

# ROBERT TREAT ACADEMY CHARTER SCHOOL

## MASTER FILE

STUDENT'S LAST NAME: \_\_\_\_\_

FIRST NAME: \_\_\_\_\_ MIDDLE INITIAL: \_\_\_\_\_

STUDENT'S SOCIAL SECURITY NUMBER: \_\_\_\_\_

GENDER: MALE ( ) FEMALE ( ) DATE OF BIRTH: \_\_\_\_\_ PLACE: \_\_\_\_\_

RACIAL/ETHNIC BACKGROUND: (We are required to keep this demographic information by the State of New Jersey. These are the only recognized categories.)

**Please check only one box.** A description of each category is given on Page 1.

- ( ) White
- ( ) Black or African American
- ( ) Asian or Pacific Islander
- ( ) Hispanic or Latino
- ( ) American Indian or Alaskan Native

PERSON(S) WITH WHOM STUDENT RESIDES:

PARENTS ( ) MOTHER ONLY ( ) FATHER ONLY ( ) OTHER ( )

IF OTHER, STATE NAME AND RELATIONSHIP TO STUDENT:

FIRST NAME: \_\_\_\_\_ LAST NAME: \_\_\_\_\_

RELATIONSHIP TO STUDENT: \_\_\_\_\_

**MOTHER**

MOTHER'S NAME: (Last) \_\_\_\_\_ (First) \_\_\_\_\_

STREET ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

HOME TELEPHONE NUMBER: \_\_\_\_\_

CELL PHONE NUMBER: \_\_\_\_\_ PAGER: \_\_\_\_\_

MOTHER'S DATE & PLACE OF BIRTH: \_\_\_\_\_

MOTHER'S EMPLOYER: \_\_\_\_\_

WORK ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

MOTHER'S WORK TELEPHONE NUMBER: \_\_\_\_\_

**FATHER**

FATHER'S NAME: (Last) \_\_\_\_\_ (First) \_\_\_\_\_

STREET ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

HOME TELEPHONE NUMBER: \_\_\_\_\_

CELL PHONE NUMBER: \_\_\_\_\_ PAGER: \_\_\_\_\_

FATHER'S DATE &amp; PLACE OF BIRTH: \_\_\_\_\_

FATHER'S EMPLOYER: \_\_\_\_\_

WORK ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

FATHER'S WORK TELEPHONE NUMBER: \_\_\_\_\_

**GUARDIAN**

LAST NAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

HOME TELEPHONE NUMBER: \_\_\_\_\_

CELL PHONE NUMBER: \_\_\_\_\_ PAGER: \_\_\_\_\_

GUARDIAN'S EMPLOYER: \_\_\_\_\_

WORK ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

GUARDIAN'S WORK TELEPHONE NUMBER: \_\_\_\_\_

GUARDIAN'S DATE &amp; PLACE OF BIRTH: \_\_\_\_\_

SIBLING INFORMATION: Please complete for all brothers and sisters.

NAME \_\_\_\_\_ AGE \_\_\_\_\_ BIRTH DATE \_\_\_\_\_

NAME \_\_\_\_\_ AGE \_\_\_\_\_ BIRTH DATE \_\_\_\_\_

NAME \_\_\_\_\_ AGE \_\_\_\_\_ BIRTH DATE \_\_\_\_\_

## **Appendix I**

### **SELF-EVALUATION AND ACCOUNTABILITY PLAN**

**ROBERT TREAT ACADEMY CHARTER SCHOOL  
SELF-EVALUATION & ACCOUNTABILITY PLAN**

<b>Assessment Of</b>	<b>How Assessed</b>	<b>When Assessed</b>	<b>Administered to or Documented for</b>	<b>Disaggregation / Cohorts</b>	<b>Analyses / Scores</b>	<b>Database or Record</b>	<b>Use and Reporting</b>	<b>Page/ Section Reference</b>
Reading Language Arts Math Science Social Studies	-SAT-9  -ESPA  * See Below	-Annually in the spring  -Annually in the spring	-All students, all grades  -Grade 4	-General Ed Students -Special Ed Students	-Individual scores -Class and Grade NCE's -Item analyses -Longitudinal and control group analyses	-CD from scoring service -Individual, class, and school data maintained	-Longitudinal and Control Group Achievement data -Reviewed with staff and consultants for individual and curricular decisions -Annual Report to the Board of Trustees and Parents	See exhibits, charts and tables – Achievement Trends Section of Report  See Academic Goals and Objectives Section of Report
Technology  World Language	-Teacher tests* -Software tests -Demonstration -Oral recitation	-Daily* -Weekly -Periodically	-All students, all grades	-Individual* -Class -Grade	-Individual, class and grade subject matter mastery	-Grade book* -Interim Parent Report -Progress Report -Student Record	-Parent/ Guardian* -Student Reporting	See Academic Goals and Objectives Section of Report

**ROBERT TREAT ACADEMY CHARTER SCHOOL  
SELF-EVALUATION & ACCOUNTABILITY PLAN**

<b>Assessment Of</b>	<b>How Assessed</b>	<b>When Assessed</b>	<b>Administered to or Documented for</b>	<b>Disaggregation / Cohorts</b>	<b>Analyses / Scores</b>	<b>Database or Record</b>	<b>Use and Reporting</b>	<b>Page/ Section Reference</b>
Socialization Attendance	-Social Skills Inventory -Attendance Register -DOE Violence & Vandalism reporting sys. -School behavior reports	-Daily -Monthly -Annually	-All students, all grades	-All students	-Individual growth	-Grade book* -Interim Parent Report -Progress Report -Student Record * -State Record	-Needs assessment -Student Recognition -Parent Awareness -State Reports -Monthly Newsletters	See Non-Academic Goals and Objectives Section of Report
Parent and Community Involvement	-Meeting logs -Conference logs -Volunteer logs -Surveys++	-Periodically -Annually	-All parents -All volunteers	-Individual -Class -Grade -School	-Analyses by activity by class, grade and school -Survey results vs. control group	-School Report Card -State reports -Annual reports on file -Dissertations on file at Seton Hall	-School Report Card -State reports -Annual reports -Monthly newsletters to parents	See Parent/ Community Involvement Section of Report
Staff Involvement Commitment	-Stability index -Professional Development Hours -Professional evaluation -Volunteer log -Survey++	-Periodically -Annually	All staff	-Individual -Total staff	-Involvement vs. Student Outcomes -Survey results vs. control group	-State reports -Annual reports on file -Dissertation on file at SH	-State reports -Annual report -Monthly newsletters to parents	See Staff Involvement Section of Report

++ Doctoral Dissertation

## **Appendix J**

**REVISED BY-LAWS**



**ROBERT TREAT ACADEMY  
CHARTER SCHOOL, INC.**

**BY-LAWS**

**Article I. Name, Offices and Purpose.**

- Section 1. Corporate Name. The Corporation's official name shall be **Robert Treat Academy Charter School, Inc.** In addition, it shall have the right, from time to time, to operate under such other names as it may receive authorization to use pursuant to applicable law.
- Section 2. Principal Office. The Corporation's principal office shall be at 443 Clifton Avenue, Newark, New Jersey, or at such other place as the Trustees may from time to time determine.
- Section 3. Other Places of Business. The Board of Trustees may, at any time, establish offices at any location where the Corporation is qualified to do business.
- Section 4. Corporate Purpose. The Corporation has been organized exclusively for educational purposes within the meaning of Section 501(c) (3), and the Treasury Regulations promulgated there under, of the Internal Revenue Code including, such purposes as, the making of distributions to organizations that qualify as exempt organizations under Section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. More specifically, the purposes for which the Corporation is organized are:  
1. To operate a public school under a charter granted by the State of New Jersey which promotes comprehensive educational reform by infusing innovation into the public education system; 2. To allow parents and other school/community members to have greater control over and participation in the educational process; 3. To offer the potential to improve pupil learning; to increase for students and parents the educational choices available when selecting the learning environment which they feel is most appropriate; 4. To encourage the use of different and innovative learning methods; and, 5. To establish a new form of accountability for schools.
- Section 5. Purposes of By-laws. These by-laws establish rules and procedures for conducting the affairs of the Corporation. They are binding on the Board of Trustees, on members of any committee established by the Board, and on the Corporation's officers, whether those persons served in the applicable capacity at the time these by-laws were adopted or were appointed or elected to the position at a later date. These by-laws are subject to the provisions of the New Jersey Nonprofit Corporation Act, NJSA 15A:2-1 et. seq. ("the Act") and the Corporation's Certificate of Incorporation, as they may be amended from time to time. If any provision in these by-laws is inconsistent with a provision in the Act or the Certificate of Incorporation, the provision of the Act or the Certificate of Incorporation shall govern to the extent of such inconsistency.

## **Article II. Board Of Trustees**

- Section 1. Nominating Committee. The initial Trustees identified in the Certificate of Incorporation shall constitute a Nominating Committee, composed of a Chairperson and three Trustees, to nominate members of the Board of Trustees. The Nominating Committee shall, at the initial June Board Meeting, present a slate of interim officers together with the names of Trustees to be appointed. Following the initial elections, the Nominating Committee shall dissolve and the Executive Committee shall assume the duties of the Nominating Committee.
- Section 2. Trustee Candidates. Names for a roster of prospective Trustees may be suggested to the Executive Committee, during the year, by any Trustee.
- Section 3. Initial Elections. In June, the Board of Trustees shall elect the Trustees and officers who shall assume their duties no later than the July meeting. In each June thereafter, the Trustees shall elect Trustees to fill the vacancy created by the resignation or expiration of the term of any Trustee.
- Section 4. Board of Trustees. The affairs of the Corporation shall be managed by a Board of Trustees consisting of no fewer than five and no more than fifteen members. The composition of the Board shall comply with the requirements of the Charter School Program Act of 1995 and regulations promulgated thereunder.
- Section 5. Election of Trustees. Trustees shall be elected by the Board at its first regular meeting in June of every calendar year. The term of office of the first permanent Board of Trustees, shall reflect the following:
- One third of the members to have a three-year term.  
One third of the members to have a two-year term.  
One third of the members to have a one-year term.
- Following the initial election, the term of office for all Trustees shall be three years with the term of office of no more than one-third of the members expiring in any one year.
- Nothing herein shall be construed to prevent a Trustee from succeeding himself in office for additional terms.
- Section 6. Regular Meetings of Trustees. The Board of Trustees shall schedule regular meetings twelve (12) times per year at the Corporation's principal office or at such other place as may be acceptable to a majority of the members of the Board. At each such meeting, the Board shall determine the date, time and place of the next regular meeting. The Corporation's Secretary shall notify each Trustee not present at that meeting, the date, time and place of the next regular meeting by sending a written notice to each such Trustee at least ten (10) days in advance of the date therein designated for that meeting.
- Section 7. Special Meetings. A special meeting of the Board may be called at any time by the President of the Board or the Executive Committee for any purpose consistent with the Corporation's Certificate of Incorporation or By-laws. Such meetings shall be held upon forty-eight (48) hours notice provided in conformance with the notice requirements contained in the Open Public Meetings Act, NJSA 10:4-6 et seq.

- Section 8. Quorum. A majority of the entire Board shall constitute a quorum for the transaction of business at any Public Board Meeting.
- Section 9. Compensation. No Trustee shall receive a fee, a salary, or remuneration of any kind for his services as Trustee. The Corporation may, however, reimburse a Trustee for reasonable expenses incurred by them provided such expenses have been approved by the Board.
- Section 10. Indemnification of Trustee. The Corporation shall enter into an Indemnification Agreement with each Trustee.
- Section 11. Vacancies. Vacancies occurring on the Board of Trustees during the year shall be filled by vote of the Trustees within a reasonable time after the vacancy occurs. The replacement Trustee shall serve the balance of the unexpired term of the replaced Trustee.
- Section 12. Attendance of Trustees. It shall be the duty of the Secretary of the Board to communicate with any member after three unexcused, consecutive absences to ascertain continuing interest in Board Membership.
- Section 13. Removal of Trustees. The Board may remove any Trustee with or without cause by two-thirds vote of the entire Board membership.

### **Article III. Meetings**

- Section 1. Board Secretary. The Board of Trustees shall appoint, hire or engage an individual to record the minutes of each meeting of the Trustees which shall be transcribed, and disseminated no later than one week prior to the next scheduled meeting. The minutes of each meeting of the Board shall be presented and approved by the Board, and placed in the corporate book.

Duties of the Board Secretary. The Secretary shall be responsible for assuring that notices of meetings are given, consistent with the requirements contained in the Open Public Meetings Act, reports and records are filed, and that data on the operation of the School and necessary Board correspondence is kept. The Secretary shall have charge of the Seal of the corporation and shall perform such other duties and possess such powers as are incident to the office or as shall be delegated to him by the President or Chairperson of the Board.

Treasurer of School Monies. The Board of Trustees shall appoint, hire or engage an individual to handle all of the district's moneys, accounting for all receipts and expenditures.

Duties of the Treasurer of School Monies. Receives and promptly deposits in the officially designated depositories all moneys paid to the school district. Pays out school moneys only on warrants made payable to the person entitled to receive payment and specifying the object for which it is issued and signed by the Board president, the Board secretary and the treasurer. Receives school employee payrolls and issues a warrant for the full amount of each payroll certified by the Board president and the Board secretary; deposits the warrants in a separate payroll account; and issues individual checks drawn on such accounts to each employee. Keeps in the books provided for that purpose a record of the sums received and paid out by him/her in accordance with the bookkeeping system prescribed by the state Board of education. This record must be up to date, accurately maintained and reconciled with bank statements monthly.

Duties of the Treasurer of School Monies (Continued) Renders a monthly report to the Board giving a detailed account of all receipts, the amounts of all warrants issued, the accounts from which they were drawn and the balance in each account. Renders an annual report to the Board at the close of the school year showing the amounts received and disbursed during the school year, and files a copy of the report with the county superintendent. Pays over the balance of school funds in his/her hands to his/her successor. Performs such other duties in fulfillment of his/her general responsibilities as may be required by law or prescribed by the Board of education in accordance with law.

Section 2. Election of a President. The Board of Trustees shall elect a President of the Board. The President of the Board shall serve a three-year term. Nothing herein shall be construed to prevent a Trustee from succeeding himself in office as President of the Board. The President of the Board shall exercise the usual duties of a presiding officer as defined in Robert's Rules of Order.

Section 3. Election of a Vice President. The Board of Trustees shall also elect a Vice President of the Board. The term of the Vice President shall be three-years. Nothing herein shall be construed to prevent a Trustee from succeeding himself in office as Vice President of the Board.

#### **Article IV. Duties of Officers**

Section 1. Election of Officers. The Board of Trustees shall elect a President, and Vice President and any other such officers, as it deems necessary for the conduct of the Corporation's affairs. The term of office for all officers shall be three years. The duties and authority of the officers shall be determined from time to time by the Board. Subject to any such determination, the officers shall have the duties and authority set forth in the following paragraphs.

Section 2. Duties of the President. The president shall preside at all meetings of the Board and shall perform other duties as directed by statute, state department of education regulations, and this Board. In carrying out these responsibilities, the president shall:

- A. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
  - B. Consult with the superintendent on the Board's agendas;
  - C. Appoint Board committees and chairpersons;
  - D. Call such meetings of the Board as he/she may deem necessary upon at least two days' notice;
  - E. Be an ex officio member of all Board committees;
  - F. Confer with the superintendent on crucial matters which may occur between Board meetings;
  - G. Be responsible for the orderly conduct of all Board meetings.
- As presiding officer of all meetings of the Board, the president shall:
- A. Call the meeting to order at the appointed time;
  - B. Announce the business to come before the Board in its proper order;
  - C. Enforce the Board's policies relating to the order of business and the conduct of meetings;
  - D. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
  - E. Explain what the effect of a motion would be if it is not clear to every member;
  - F. Restrict discussion to the question when a motion is before the Board;

#### Duties of the President (Continued)

- G. Answer all parliamentary inquiries, referring questions of law to the Board's attorney;
- H. Put motions to a vote, stating definitely and clearly the vote and result thereof;
- I. In the absence, disability, or disqualification of the President, the Vice President shall act in his place; if he/she is not present, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding. The person presiding shall commence each meeting with an announcement of the notice given for the meeting or a statement regarding the lack of adequate notice, in accordance with the law.

The president shall have the right, as other Board members have, to offer resolutions, to discuss questions, and to vote.

Section 3. Duties of the Vice-President. The Vice-President shall perform such duties as the President may request. In the event of the President's death, resignation, or inability to serve, the Vice-President shall automatically become President until the Board convenes to appoint a replacement. The position of Vice-President shall be filled by vote of the Board of Trustees.

Section 4. Removal of Officers. All officers of the Corporation serve at the pleasure of the Board of Trustees. The Board may remove any officer, with or without cause, by two-thirds vote of the entire Board membership. An officer who is also a Trustee may be removed as an officer of the Corporation and remain a Trustee unless the action of the Board clearly indicates otherwise.

### **Article V. Committees**

#### **Standing Committees**

Section 1. Executive Committee. The Executive Committee, appointed by the President, shall consist of three to five Trustees and shall be responsible for making recommendations to the Board concerning the overall operation of the School. The Executive Committee shall meet with other committees in joint sessions where consideration is being given to any subject of major importance to the School. The Executive Committee is to decide what subjects are "of major importance" to the School.

Section 2. Other Committees. Other committees may be appointed by the President. Each such committee shall have and may exercise all the authority of the Board, except that no such committee shall take any action prohibited by NJSA 15A:6-9. The Executive Committee may abolish, fill any vacancy in, appoint alternative members to, or remove a Trustee from any such committee.

### **Article VI. Staff**

Section 1 The Principal of the School shall be one of the full time professional employees and shall be appointed by and be responsible to the Board of Trustees. The Principal shall be the chief operating officer in the School with full responsibility for the operation of the School and the performance of the staff. The Principal is to attend, ex-officio, all Board and Executive Committee meetings, and make recommendations on the School's policy for the consideration of the Board. The Principal shall also attend meetings of other committees, whenever possible.

## **Article VII. Insurance**

The Board of Trustees shall provide for liability and other forms of insurance considered to be necessary as protection against possible claims.

## **Article VIII. Financial Reporting Requirements**

- Section 1. At the close of the fiscal year, the accounts of the Robert Treat Academy Charter School, Inc. shall be audited by a licensed public school accountant. The audit shall be in compliance with New Jersey statutes governing charter schools.
- Section 2. Prior to the beginning of the upcoming fiscal year, a budget shall be prepared for said year to be submitted to the New Jersey Department of Education. Submission dates shall be governed by the applicable New Jersey statutes relating to Charter Schools and the regulations promulgated thereunder.
- Section 3. Both the financial statements and annual budget shall be prepared in a format which complies with the New Jersey statutes relating to educational institutions and the regulations promulgated thereunder.

## **Article IX. Corporate Seal**

- Section 1. The School shall be incorporated under the laws of the State of New Jersey.
- Section 2. The corporate seal shall be circular in form and shall bear the name of the Corporation and the words and figures denoting its organization under the laws of the State of New Jersey and the year thereof, and otherwise shall be in such form as shall be approved from time to time by the Board of Trustees.

## **Article X. Funding, Contributions and Dissolution**

- Section 1. Funding. Financial support of the Robert Treat Academy Charter School, Inc. shall be obtained from the school district of residence for each student enrolled in the school plus any categorical aid to which the student would otherwise be eligible as specified in the Charter School Program Act of 1995 and the regulations promulgated thereunder. The participating school Boards shall be requested to pay to the School, the appropriation for the fiscal year in an agreed upon manner.
- Section 2. Contributions. The Corporation shall have the right to solicit and accept contributions from third parties. All monies thus received will be used in furtherance of the Corporation's purpose as herein above stated.
- Section 3. Dissolution of the Corporation. Upon dissolution of the Corporation, the Board of Trustees shall utilize the Corporation's assets for the payment of all obligations and liabilities. Any remaining assets will be disposed of in a manner consistent with the Corporation's purpose as herein above stated, either in the form of direct expenditures or by disbursement to one or more organizations organized and operated exclusively for charitable, scientific, educational, or religious purposes so as to qualify as an exempt organization under section 501 (c) (3) or to the United States, or a state or local government for a public purpose.

## **Article XI. Conflicts of Interest**

The Corporation, through its Board of Trustees, or any committee thereof, shall not enter into a contract or transaction with any of its Officers or Trustees or with any other entity in which its Officers or Trustees have a substantial financial interest or serve as an Officer, Director, or Trustee unless material facts about such affected Officer's or Trustee's interest or position are disclosed or known to: (a) the Board authorizes, approves, or ratifies the contract or transaction by unanimous written consent, or by affirmative vote of a majority of the disinterested Trustees.

## **Article XII. Amendments**

Any of these by-laws may be repealed or amended at a meeting of the Board of Trustees by a two thirds majority of those present and voting. No revision or amendment may be acted upon unless presented at a prior regular meeting. The by-laws should be reviewed every three years by a committee which will make recommendations to the Board.

## **Article XIII. Miscellaneous Provisions**

- Section 1. Fiscal Year. The Corporation's fiscal year shall run from the first day of July of each year to the thirtieth day of June of the following year.
- Section 2. Effect of Heading. Headings have been used throughout these by-laws as a matter of convenience. All such headings shall not be deemed interpretative of the contents of the Corporation's by-laws.
- Section 3. Gender and Number. The masculine singular has been used throughout these by-laws as a matter of convenience. All such words shall be read to include more than one gender or person as the context may require.
- Section 4. Applicability of New Jersey Law. The Corporation has been formed pursuant to the laws of the State of New Jersey. These by-laws shall be construed in accordance with the New Jersey Nonprofit Corporation Act, NJSA 15A:1-1 et seq., the Charter School Program Act of 1995, Title 18A of the New Jersey Statutes, the Open Public Meeting Act, NJSA 10:4-6 et seq., applicable State and Federal anti-discrimination statutes and any other applicable laws.

Revised June 17, 2004  
Approved by the Board of Trustees

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Sharon L. Brennan  
Board Secretary

## **Appendix K**

### **SCHOOL CALENDAR**



# ROBERT TREAT ACADEMY CHARTER SCHOOL

## SCHOOL CALENDAR 2004-2005

<u>SCHOOL CLOSING DATES</u>			<u># OF DAYS STUDENTS/TEACHERS</u>
<u>2004</u>			
AUGUST	2 3 27-31	ALL STAFF REPORTS-ORGANIZATION DAY <b>SCHOOL YEAR BEGINS FOR STUDENTS</b> SCHOOL CLOSED - SUMMER RECESS	18 / 19
SEPTEMBER	1-6 7	SUMMER RECESS/LABOR DAY SCHOOL REOPENS	18 / 18
OCTOBER	11	COLUMBUS DAY	20 / 20
NOVEMBER	1 2 3 25-26	PUERTO RICO RECOGNITION DAY ELECTION DAY VETERAN'S DAY THANKSGIVING RECESS	17 / 17
DECEMBER	24-31	WINTER RECESS	17 / 17
<u>2005</u>			
JANUARY	3 17	SCHOOL REOPENS MARTIN LUTHER KING JR.'S BIRTHDAY	20 / 20
FEBRUARY	18 21	LINCOLNS' BIRTHDAY OBSERVANCE PRESIDENTS' DAY	18 / 18
MARCH	25-31	SPRING RECESS	18 / 18
APRIL	1	SPRING RECESS	20 / 20
MAY	30	MEMORIAL DAY	21 / 21
JUNE	24	LAST DAY OF SCHOOL	18 / 18
JULY		SCHOOL CLOSED	
<b>TOTAL # DAYS – STUDENTS</b>			<b>205</b>
<b>TOTAL # DAYS – TEACHERS</b>			<b>206</b>

## **Appendix L**

### **BOARD RESOLUTION NAMING THE AFFIRMATIVE ACTION OFFICER, SECTION 504 OFFICER AND TITLE IX COORDINATOR**

**ROBERT TREAT ACADEMY**  
**Charter School, Inc.**

**REGULAR MEETING OF THE**  
**BOARD OF TRUSTEES**  
**THURSDAY, JULY 29, 2004**

**RESOLUTION OF THE**  
**BOARD OF TRUSTEES**

Be it resolved that on this date, July 29, 2004, at the Regular Meeting of the Board of Trustees of the Robert Treat Academy Charter School, Inc., the officers and members of the Board of Trustees do hereby, appoint Vice Principal Theresa Adubato to serve as Affirmative Action Officer, Section 504 Officer and Title IX Coordinator for the 2004 – 2005 school year.

**RECORD OF VOTE**

Moved by: A. Davis

Seconded by: T. Strand

	<b><u>Aye</u></b>	<b><u>Nay</u></b>	<b><u>Abstain</u></b>	<b><u>Absent</u></b>
1. Alagia, Phil	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
2. Caraballo, Wilfredo	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
3. Ciallella, Ralph	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
4. Davis, Adrienne	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
5. Garruto, Emil	<u>      </u>	<u>      </u>	<u>      </u>	<u>  X  </u>
6. Malanga, Diane	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
7. Ruiz, Maria Teresa	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
8. Strand, Tahira	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>
9. Williams, Sandra	<u>  X  </u>	<u>      </u>	<u>      </u>	<u>      </u>

Vote Recorded By

\_\_\_\_\_  
Sharon Brennan

\_\_\_\_\_  
July 29, 2004  
Dated







## **Appendix M**

### **PARENT SATISFACTION SURVEY**

# CHARTER SCHOOL PARENT SURVEY








## Instructions for completing the survey:

Please respond by filling in the appropriate oval using a No. 2 pencil, a dark blue or black pen. Do NOT use red.

Please mark like this     
Not like this   

**Note:** You will receive a separate survey for each child you have enrolled in a charter school.  
Please complete one survey for each child.

### 1. What overall grade would you give to your child's Charter School?

Use the same grading scale that's used for students: A+, A, B, C, D and F (Fail) ..... A+ A B C D F Don't know  
      

*Below, items 2 - 22 represent characteristics or qualities about your child's Charter School. Please rate your child's Charter School for both...*

#### Column A. Importance






































in your child's education.

#### Column B. Quality Grade

at the Charter School your child now attends.

#### A. Importance































One response per item here

Very Important	Somewhat Important	Not Important
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		

**AND**

#### B. Quality Grade

One response per item here too

Don't know / can't judge	Not Applicable
	
	
	
	
	
	
	
	
	
	
	
	
	
	
	

2. The overall education your child is receiving at this school .....

3. The overall education your child received at the school he / she attended *before* enrolling here .....

4. The amount your child has learned / is learning at this school .....

5. The school's mission .....

6. The quality of the school's reading instruction .....

7. The quality of the school's writing instruction .....

8. The quality of the school's math instruction .....

9. The qualifications and performance of the teachers .....

10. Teaching methods / philosophy .....

11. The individualized attention your child gets .....

12. The building in which the school is located .....

13. The equipment / technology available .....

14. How well the school communicates with you and keeps you informed about your child's progress and what is going on at school .....

15. How the school handles parents' complaints .....

16. The opportunities for parents to participate .....

17. Extracurricular activities .....

18. Class size .....

19. School size .....

20. How the school handles discipline / safety issues .....

21. The demographic make-up of the student body (gender, racial, ethnic, economic mix) .....

22. The supervision and quality control provided by state agencies / boards .....



Please Turn Over 

23. What grade do you think other parents at your school would give to the school?

A+    A    B    C    D    F    Don't know  
☐    ☐    ☐    ☐    ☐    ☐    ☐

24. Please indicate the *distance from your home to school (one-way)* in miles.

☐ Less than 1 mile    ☐ 5.1 - 10 miles  
☐ 1 - 2 miles    ☐ 10.1 - 20 miles  
☐ 2.1 - 5 miles    ☐ More than 20 miles

25. How long has your child been enrolled at this school?

Note: Please mark one answer for **BOTH** year(s) and month(s).

If less than one year, please show year = "0"  
and then show months as called for.

Year(s): ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

AND also mark month(s)...

Month(s): ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

26. Please indicate all the important reasons for choosing this school for your child. (Mark all that apply)

- ☐ Child was doing poorly in prior school
- ☐ Location is more convenient
- ☐ Child has special needs previous school was not meeting
- ☐ Better teachers at this school
- ☐ People told me this is a better school
- ☐ My child wanted to come here
- ☐ I was unhappy with the curriculum or teaching at prior school
- ☐ Greater opportunities for parent involvement at this school
- ☐ This school offers before/after school programs
- ☐ I have another child attending this school
- ☐ Other (please specify) \_\_\_\_\_

27. Please indicate which type of school your child attended immediately prior to enrolling in current charter school. (Mark one)

- ☐ Has not attended another school
- ☐ Another charter school
- ☐ Traditional public school
- ☐ Independent school
- ☐ Parochial school
- ☐ Home school

28. Do you plan to enroll your child at this school again next year?

- ☐ Yes (Skip to question 30)
- ☐ No (Go on to question 29)
- ☐ Uncertain (Go on to question 29)

29. If no or uncertain, which are you considering?

- ☐ Another charter school
- ☐ Traditional public school
- ☐ Independent school
- ☐ Parochial school
- ☐ Home school
- ☐ Will Graduate

30. Do you feel that your child's *academic performance* in school has improved since enrolling at this charter school in comparison to his / her previous school?

- ☐ Yes
- ☐ No, declined
- ☐ No, stayed the same
- ☐ Not Applicable-only school attended

31. At what grade level is your child currently enrolled?

☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

32. What is your child's average grade this year?

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ F
- ☐ Don't Know

33. Please indicate the income category which best represents your family's annual household income.

- ☐ \$15,000 or less
- ☐ \$15,001 - \$30,000
- ☐ \$30,001 - \$45,000
- ☐ \$45,001 - \$60,000
- ☐ \$60,001 - \$75,000
- ☐ over \$75,000

34. Please indicate the highest level of education attained by: (Mark one each for Mother and Father)

<u>Mother of student</u>		<u>Father of student</u>
<input type="radio"/>	Some high school or less	<input type="radio"/>
<input type="radio"/>	High school graduate	<input type="radio"/>
<input type="radio"/>	Some college	<input type="radio"/>
<input type="radio"/>	2 yr degree	<input type="radio"/>
<input type="radio"/>	4 yr degree	<input type="radio"/>
<input type="radio"/>	Post graduate study	<input type="radio"/>

35. What is the primary language spoken in your home? (Mark one)

- ☐ English
- ☐ Spanish
- ☐ An American Indian language
- ☐ Other (please specify) \_\_\_\_\_

**Please return the questionnaire in the enclosed envelop by March 15, 2004.**

**Robert Treat Academy Charter School**

443 Clifton Avenue

Newark, NJ 07104

973-482-8811 Tel / 973-482-7681 Fax

**THANK YOU FOR PARTICIPATING!**

